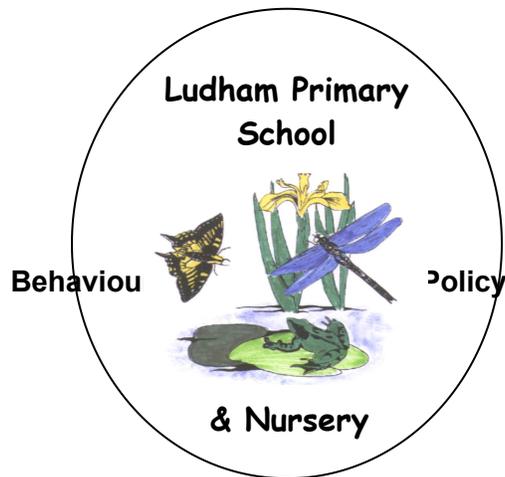


Ludham Primary School and Nursery



Adopted: Nov 2021
Review: February 2022

Aims and expectations

It is a primary aim of our school 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 in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules (the Golden Rules), the primary aim of which is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Statement of intent

Ludham Primary School and Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.

- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Adults will show mutual respect and teach good behaviour through:

- Speaking politely and calmly to all pupils
- Focusing on building positive relationships
- Positive role modelling
- Following the correct stages of the Behaviour Systems fairly, consistently and systematically so that pupils understand the behaviour that is not acceptable
- Giving pupils time to amend their behaviours as requested
- Allowing pupils to explain their actions
- Avoiding confrontational situations so that children can maintain their dignity
- Understanding that it is normal for children to test the boundaries of acceptable behaviour
- Encouraging pupils to take care of their school and be proud of its members.
- Promoting attitudes of respect through our curriculum.
- Positive reinforcement
- Rewards and sanctions (e.g. Children may receive certificates, house points or stickers for good attitudes, work, or behaviour).

Every week a child from each year group is nominated as 'star of the week' and receives a certificate in our Celebration Assembly.

Our Golden Rules

I will take good care of the equipment and building.

I will walk inside the building.

I will talk quietly and listen carefully

I will be friendly and polite

Each teacher has high expectations and clear classroom routines which are regularly reinforced with the children.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The

school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Health Act 2006
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with but not limited to the following school policies:

- [Pupil Code of Conduct](#)
- [Social, Emotional and Mental Health \(SEMH\) Policy](#)
- [Complaints Procedures Policy](#)
- [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- [Exclusion Policy](#)
- [Physical Intervention Policy](#)
- [Peer-on-Peer Abuse Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Searching, Screening and Confiscation Policy](#)

- [Anti-bullying Policy](#)

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender identity, marriage and civil partnership, race, religion or belief.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's [Complaints Procedures Policy](#).

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

With regards to Special Educational Needs, the headteacher is responsible for:

- Collaborating with the governing board and staff, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils a broad and balanced curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: .
 - Headteacher.
 - SENCO
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Updated Definitions:

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with in a timely manner.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented*:

ACTION	BY WHO
1. Reminder of school rules.	Class Teacher / Teaching Assistant
Warning - child is reminded of “Green behaviour”	
If misbehaviour continues: 2. Verbal Warning. Name moved to amber and child is told why their behaviour is not acceptable.	Class Teacher / Teaching Assistant
Warning - child is reminded of “Green behaviour”	
3. Persistent amber behaviour. Further verbal warning, name moved to red and appropriate consequence. Examples include: <ul style="list-style-type: none"> ● Minutes missed from playtime. ● Extra work or repeating unsatisfactory work until it meets the required standard. ● School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti. ● Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring. 	Class Teacher / Teaching Assistant Parents/Carers informed
Warning - child is reminded of “Green behaviour”	
4. Persistent red behaviour. Formal meeting with parents/carers	Class Teacher / Headteacher
5. Individual Behaviour Plan implemented and monitored.	Collaboration between school and home.
6. Exclusion <ul style="list-style-type: none"> - Short internal exclusion learning outside of the normal classroom. - Fixed-term exclusion (suspension) 	Headteacher (and Local Authority)

from the school building.	
7. Permanent Exclusion	Headteacher and Local Authority

*The Headteacher may choose to escalate immediately to steps 5, 6 or 7 if a child displays very poor or unsafe behaviour.

RED behaviour includes:	Action
<ul style="list-style-type: none"> ● Racism. Fighting with intent to hurt. ● Bullying (proven) ● Deliberately damaging property ● Swearing directed at another ● Persistent or serious lying. ● Persistent or premeditated stealing. ● Violence/Serious disobedience ● Spitting at someone. ● Biting where a mark has been left (not EYFS) ● Serious disobedience e.g. refusing to comply with adult's reasonable requests. ● Persistent "amber" behaviour. 	<ul style="list-style-type: none"> ● 'Immediate' detention (at the next available break/lunch-time). ● Communication home to parent/carer. ● Each time a child appears on red in a week they do a detention.

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's [Exclusion Policy](#), and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Prevention strategies and sanctions for unacceptable behavior

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Supporting children to form positive relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Reflect, Repair, Restore

Children are encouraged to resolve their own conflicts through a process of peaceful problem-solving, using a 'zones of regulation' approach (i.e. stop, reflect and then think of the best way forward.) In this way, we encourage children to be responsible and take ownership of their behaviour.

In simple terms this involves asking:

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so that we are able to make a different choice next time?

We aim to ensure that all children feel safe, happy and enjoy coming to school.

When facing challenging behaviour staff will:

- Use positive phrasing
- Offer limited choices
- Disempower the behaviour (you can listen to the story from there).
- Consequences (We will check that you understand the story before going out for break time).

Staff will use de-escalating principles and positive body language to manage challenging situations:

De-escalation Principles:

- **U**se of child's name
- Acknowledgement of their rights and feelings - 'I can see something has happened'.
- Tell them why you are there - 'I'm here to help'.
- Offer help - 'Talk and I will listen'
- Positive phrasing - 'Come with me and.....'

De-escalating body language (outside of an outstretched arm)

- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

The role of the class teacher

It is the responsibility of the class teacher to ensure that the children are familiar with the Golden Rules, and that the school rules are followed responsibly in their class.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly with respect and understanding.

In some cases, the class teacher may liaise with the SENCO and external agencies, as necessary, to support and guide the progress of a child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Class Teacher logs records of all incidents of serious misbehaviour on the school's centralised safeguarding system, CPOMS.

The role of the headteacher

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the

effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them. Please see

We work with parents to support their child's learning and development at school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to support the school if sanctions are applied for misbehaviour. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Physical intervention

In line with the school's Physical Intervention Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the [Physical Intervention Policy](#).

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Detentions

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **25** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher needs to exclude a pupil, parents are informed immediately, and reasons for the exclusion are given. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

In the case of an appeal, governors would meet to consider an exclusion and the circumstances in which the pupil was excluded. They would also consider any representation by parents and the Local Authority, and look at whether the pupil should be reinstated.

Screening, Searching and Confiscation in schools

We follow the guidelines published by the DfE on screening, searching and confiscation in schools. The Headteacher, and staff authorised by the Headteacher, may search a pupil if he or she has prohibited items such as knives, weapons, alcohol, illegal drugs

and stolen items. Items which they consider harmful or detrimental to the school may be seized as a result of a search.

It is recognised that the pupils at Ludham Primary School behave and respond very positively to consistent behaviour expectations and this ensures the well-being and safety of all pupils here. Children are encouraged to be responsible, to 'own' their behaviour and to solve any problems together peacefully.

All members of staff are aware of the regulations regarding discipline and behaviour management, and the government guidelines on the restraint of children.

In exceptional circumstances, staff may need to take action in situations which require the use of reasonable force. Staff have received training in de-escalation skills, prevention strategies, risk assessment, and physical interventions through the Local Authority Norfolk Steps training.

We follow the advice published by the DfE on the use of reasonable force.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The policy is monitored through:

- Formal and informal monitoring by the Headteacher
- Discussions at staff meetings/briefings
- Parental feedback
- Lunchtime supervisor meetings
- Governor visits
- Pupil voice interviews.

Any incidents/accidents that occur at break or lunchtimes are recorded by the Midday Supervisors on the school's centralised system (CPOMS). Relevant staff are informed of any matters relating to pupils in their class.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or the governing body receives recommendations on how the policy might be improved.

Other supporting Policies

Anti-bullying policy

Special Educational Needs and Disability Policy

Safeguarding/Child Protection Policy

Health, Safety and Wellbeing Policy

PSHE Policy

Equality Duty

Exclusion from maintained schools, academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion – DfE

Behaviour and Discipline in Schools

Preventing and Tackling Bullying DfE

Searching, Screening and confiscation at school DfE

COVID-19 Amendment

Behaviour principles In light of the need for children to behave differently when they return to school, following the COVID-19 outbreak, amendments have been made to our behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Children are expected to follow and adhere to the altered routines for arrival and departure in school.

Children must follow school instructions for hygiene on return to school, including handwashing and sanitising.

Children must follow instructions from staff about who they can socialise with at school.

Children are expected to follow instructions from staff about moving around school. (this may involve maintaining social distance, queuing and out of bound areas as well as maintaining social distance.

Children should follow staff instructions relating to sneezing, coughing and use and disposal of tissues ('catch it, bin it, kill it') and follow instructions to avoid touching their mouth, nose and eyes with their hands.

Children or parents (for younger children) will be expected to tell staff if their child is experiencing symptoms of coronavirus.

Children should follow instructions from staff about sharing of any equipment.

Children are expected to follow instructions from staff relating to expectations about break and playtimes, including where they can and cannot play and who they can play with.

Children are expected to follow instructions from staff about how and when toilets can be used.

Children must not cough or spit at or towards any other person whilst in school. Children who are not in school, but are taking part in remote online learning, must behave as if they were in school. Poor behaviour will not be accepted and appropriate actions will be taken by staff when and if necessary.

Rewards and sanctions will continue to play an important part of school life. Staff will use them when they feel it is appropriate.