

Ludham Primary School and Nursery



Behaviour and Relationships Policy

“Behaviour is the way we act and respond to people and to situations we find ourselves in. Behaviour is a language”.

Adopted: February 2024

Review: February 2026

Mission Statement

At Ludham Primary School and Nursery, we are proud to provide a high quality creative and challenging education within a secure, caring and inclusive community. Each child experiences a sense of personal and collective achievement which prepares them for the journey of lifelong learning.

Vision Statement

Ludham – working together to encourage our children to be confident, respectful, valued members of our school, our community, our environment. We work together to inspire Ludham children to become Keen, Interested and Independent, Nurturing and Diverse (K.I.N.D.)

Our Aims and Values

At our school, we hold these values to be central to how we work and learn together:

**Respect; Collaboration; Achievement; Inclusion; Safety; Inquiry; Enjoyment;
Confidence; Responsibility and Independence.**

In short, we are KIND

Our values ensure that we promote fundamental British Values which are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our values are not assumed to be a given especially if they are very different from those promoted at home. Therefore, our values are promoted through mutual exploration and understanding within our school curriculum, RE Curriculum, assemblies, School Council, Eco Warriors, school visitors and many other opportunities. The meaning of our values is attached in appendix 1.

At Ludham Primary School and Nursery EVERYONE has rules:

Our Golden Rules

Be respectful
Be helpful
Be friendly
Be truthful
Be a good listener
Be a keen learner

How this Looks in Practice for Everybody

The aim is for all the children to begin the day with a fresh start where possible. This is very important as we accept that everyone makes mistakes and that everyone has an opportunity to learn from their mistakes and make a fresh start.

At Ludham EVERYONE has a Responsibility

Children have to take on the responsibility of following the rules of the classroom and the school. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions. The emphasis is on taking responsibility and this is how we ensure we are always fair and consistent.

If a child misbehaves they are in the first instance spoken to and asked to behave in the way that is expected. The emphasis is always on what the child should be doing. For example "Please walk in the corridor" as opposed to "don't run". However, there are sometimes exceptions to the rule.

At Ludham EVERYONE has a Choice

Exercising choice is one of the most powerful motivational forces human beings experience. When you act as if your children choose their own behaviour you become strongly empowered and so do they.

Managing behaviour has three phases:

1. Giving children choices about their behaviour within fair rules
2. Influencing them to make appropriate choices

3. Applying the consequences of their choices (rewards and sanctions)

Perhaps the most influential relationship in creating a positive classroom is that of inevitability between choice and consequence.

This is reinforced through our PSHE curriculum which gives the children the strategies to decide to make good choices. When we consulted our children about this policy they agree that every child **wants** to make the right choice but some more than others need support.

At Ludham every ACTION has a Consequence

To help the children become responsible for their behaviour, there are planned consequences which follow when rules are broken. When applying a reward or a sanction it is crucial to emphasise explicitly that the child is receiving it as a direct result of **their** choice.

Holding children accountable helps you teach them appropriate behaviour and personal responsibility. Different classes will have their own ways of managing pupil behaviour but we are all consistent that a consequence must happen sooner rather than later.

The following are examples of some of the methods we use as consequences of their choices (rewards and sanctions):

- Positive praise
- Star of the week
- Minutes off playtime
- Complete additional work or repeat work to meet the expected standard

Frequent feedback on the positive choices children make is a powerful tool that enhances self-esteem and develops personal empowerment.

For any children who do not respond to this system alternative age appropriate sanctions will be put in place.

We log all behaviour incidents that have initiated a conversation with the parents on our online system called CPOMS. If we notice that after several interventions a child is still displaying negative behaviour, we initiate a behaviour action plan. This action plan is a monitoring document that involves the teacher, child and parent with clear steps to success and regular review meetings. If after a given number of weeks there is no improvement then outside agencies will be contacted for advice and support, e.g. School Support Team.

At Ludham EVERYONE has a Responsibility out of School

Pupils can be excluded for behaviour inside and outside of school, in line with the above behaviour policy (reviewed February 2024).

The School expects pupils to behave well out of School; a pupil's behaviour should be orderly and respectful of the people and environment around them. Schools do not expect behaviour that would pose a threat to another pupil or member of the public or that could adversely affect the reputation of the school.

Only in exceptional circumstances will the school investigate instances of poor behaviour out of school and may impose a sanction, which could include a permanent exclusion.

Appendix 1 Our Values

Respect

Each person is unique and worthy of respect, dignity and inclusion. By respecting this individuality, we create strong and caring communities that value personal well-being and each other. When this respect is shared, it has the potential to transform lives. We value this respect in our pupils, school staff, parents and our wider community and this is what we practise every day.

Collaboration

We value professional development, teacher collaboration, and teacher input to attain maximum achievement for our pupils and school. Our collaborative community environment allows pupils, school staff, parents and our wider community to work together on the various aspects of the school experience.

Achievement

We aim to provide a safe, creative, and challenging learning environment that consists of numerous curricular and extra-curricular opportunities for our pupils. We promote a culture of academic excellence that will guide pupils to pursue their goals and excel in everything they do.

Inclusion

An inclusive learning environment encourages all pupils and staff to volunteer different perspectives and thus enrich discussions. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children to ensure we create an environment which promotes excitement for discovery, joy, satisfaction and pride at one's personal accomplishments.

Safety

We believe that promoting a positive and safe learning environment will foster respect for self as well as for others. We aim to ensure that all pupils have an understanding of how to be safe and to make safe and sensible choices. We care for ourselves and we care for each other.

Inquiry and Enjoyment

Through an engaging and enjoyable curriculum, we aim to make learning fun and so help pupils develop lively, inquiring minds and independent learning and thinking skills.

Confidence

We aim to create successful learners, confident individuals and responsible citizens who have high aspirations and believe in themselves.

Responsibility

Through the promotion of social, moral, spiritual, intellectual and physical well-being we aim to enable the child to acquire self-respect and a sense of responsibility.

Independence

We aim to develop enthusiastic, positive and independent children who are equipped with life skills and prepared to meet the challenges and opportunities that lie ahead thus promoting high self-esteem.

Appendix 2

Bullying

A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her over a sustained period of time. Bullying may also take the form of hurting physically or mentally over a period of time, making threats, or sending hurtful messages in whatever form. These things can happen frequently and it is difficult for the pupil being bullied to defend themselves. It is also bullying when a pupil is teased repeatedly in a nasty way or excluded by others. But it is not bullying when two children or young people have the odd fight or quarrel.

This definition of bullying is discussed with the children, including how bullying differs from a one-off incident.

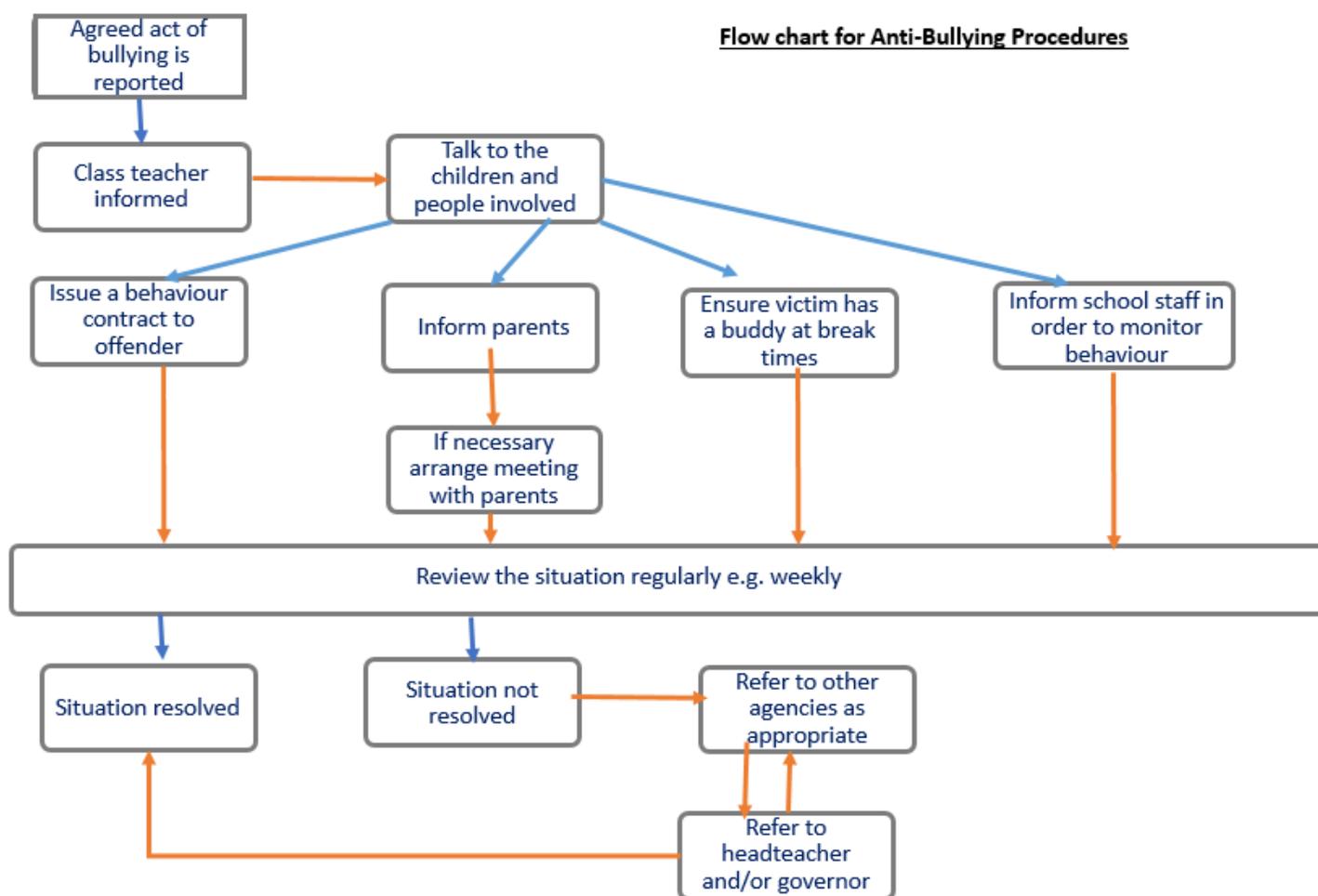
NONE OF THIS BEHAVIOUR IS ACCEPTABLE

All teaching staff, support staff and volunteers in this school are committed to stopping any form of bullying

What action will the school take?

All complaints will be listened to and investigated using the flow chart below. Victims will be supported. Bullies will be removed from the situation, and a contract drawn up. It is not only the victims of bullying who need to be shown how to be assertive but all children need these skills. There is a difference between assertiveness and aggression. Too often we hear of parents telling their children to hit back but we have never known this approach to solve an instance of bullying.

Flow Chart for Anti-Bullying Procedures



Appendix 3

Feelings and assertiveness

In our school we will be teaching children the following skills.

- We show them how to state clearly what they don't like

"I don't like it when you Stop it. Thank you."

"I don't talk to you like that so stop talking to me like that. Thanks."

- speak in a firm, not angry, voice
- look in their eyes firmly (but not in a threatening way)
- stand tall (as much as they can)
- stay in control of themselves
- walk away (not run) from the situation towards an adult if necessary

By responding in such a way, the situation is often diffused. All too often the bully is looking for an angry response and, unfortunately, the victim obliges.

- To recognise their own and others emotions and respond accordingly. They are taught strategies through their PSHE curriculum.

This Policy will be available to parents and carers as well as all adults who work in school so we can work together to ensure children hear consistent messages and guidance around theirs and others behaviour

Appendix 4

Physical Intervention

No member of staff or volunteer at Ludham Primary School and Nursery is permitted to use physical force or restraint as part of any disciplinary action.

All staff have received Step On training. The training enables staff to have a better understanding of pupil's behaviour and how to manage the behaviour effectively.

The Education Act 1996 allows teachers, in school or on authorised out of school activities, to use reasonable force to prevent a pupil from (or continuing):

- committing a criminal offence (including criminal behaviour under age);
- injuring themselves or others;

- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to good order and discipline, whether the behaviour occurs in class during a teaching session or elsewhere.

The school does not authorise staff to use restraint except in self-defence or in an emergency. Any member of staff is entitled to:

- defend themselves provided the force used is proportionate
- intervene in an emergency e.g. where there is an immediate risk of injury to a pupil or other(s)

Types of incidents

Reasonable force to control a pupil might be appropriate and necessary: in self-defence, or where imminent or developing risk of injury or significant damage to property e.g. attacking member of staff, or pupil; fighting; deliberate damage; causing or at risk of causing injury or damage by accident or rough play or misuse of dangerous materials or objects; running in corridor or stairway so might injure self or others; absconding from class or school if likely to be at risk. Where a pupil is compromising good order and discipline (e.g. persistently refusing to obey an order to leave a classroom; behaviour that seriously disrupts a lesson).

Reasonable force

There is no legal definition of 'reasonable force'

- it depends on circumstances of the case
- it is only reasonable if the circumstances warrant it (the use of force is never justified to prevent trivial misdemeanours, or where the situation could clearly be resolved without force)
- It might depend on the age, understanding and sex of the pupil
- The force used must be proportionate to the circumstances and the seriousness of behaviour or the consequences it is intended to prevent
- The force used should be the minimum to achieve the desired result.

Practical considerations Staff should:

- take a calm and measured approach;
- not give an impression of losing temper, or acting out of anger/frustration or to punish;
- wherever practicable, tell pupil to stop and what will happen if does not; - continue verbal attempts to defuse or prevent escalation;
- make it clear that physical contact will stop as soon as it is not necessary
- not intervene without help (except in emergency e.g. when older/larger or more than one pupil is at risk of injury or if the teacher may be at risk of personal injury (remove pupils at risk and seek assistance from colleague(s) and/or police and inform pupil(s) that help requested)

Application of force

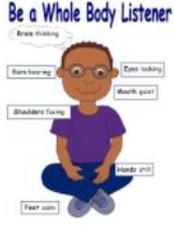
Physical intervention might involve interposing between pupils; blocking pupil's path; holding; pushing; pulling; leading by arm/hand; shepherding by hand on back; preventing a pupil running off a pavement.

Staff should:

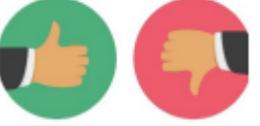
- use behaviour management strategies and techniques to help defuse and calm a situation;
- consider whether and if so when, physical intervention is right and only use when other strategies have failed (in non-urgent situations);
- consider consequences of intervention e.g. increase disruption, provoke attack; • not act to cause injury or restrict breathing e.g. holding around neck or by collar; slapping, punching or kicking; twisting or forcing limbs against a joint; tripping up; holding/pulling by hair or ear; holding face down on ground;
- not touch or hold in a way that might be considered indecent;
- never use physical intervention as a substitute for good behavioural management.

Appendix 5

Behaviour and Consequences chart, as designed by the Pupil representatives of the Student Leadership in February 2024

| Behaviour | Consequences | Positive choice |
|---|---|---|
| <p>Swearing</p>  | <p>Apologise to anyone affected by your behaviour. Miss their next two lunchtime playtimes.</p> | <p>Use kind words Be respectful</p>  |
|  <p>Saying mean things</p> | <p>Miss a break or lunchtime, depending on the severity – at the recipient's/teacher's discretion.</p> | <p>Use kind words Be respectful</p>  |
| <p>Not listening to or answering an adult back</p>  | <p>Catch up with any work that has been missed during break or lunch time. An apology to the adult during break or lunch. This could be written or verbal as appropriate (to be decided by the teacher). Letters to be put in the teacher's pigeon hole as necessary.</p> | <p>Be a good listener Be a keen learner</p>  |
| <p>Not admitting when you've done something wrong / lying / blaming others.</p>  | <p>Apologise to the person that you have blamed and the teacher during your free time. Miss one lunch time play.</p> | <p>Be truthful Be a keen learner</p>  |

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| <p>Physical harm:</p> <p>Snatching, punching, pushing, hitting, shoving, tripping, fighting, physical violence, wrestling, barging, kicking.....</p>  | <p>Miss one lunch time play. Say sorry to the people who may have been harmed. Fetch them an ice pack if they need one. Write a sorry letter and talk about what happened using the restorative script. Tell parents where necessary.</p> | <p>Be respectful Be helpful Be friendly</p>  |
| <p>Shouting / screaming</p>  | <p>Allow time to calm down. Apologise to those affected. Have a chance to explain why you were screaming or shouting and avoid repeating the behaviour.</p> | <p>Be respectful Be truthful Be friendly</p>  |
| <p>Spitting</p>  | <p>Clean up after yourself. Complete a community activity at lunchtime such as tidying the gazebo, sweeping, litter-picking to demonstrate citizenly behaviour.</p> | <p>Be respectful Be helpful</p>  |
| <p>Constant winding up</p>  | <p>Say sorry. Speak to each other using the restorative script if needed and try to explain why this keeps happening. Stop the behaviour. If behaviour persists, see other appropriate consequences, e.g. for not listening to a teacher.</p> | <p>Be respectful Be truthful Be friendly</p>  |
| <p>Leaving class without telling an adult</p>  | <p>Explain to an adult or peer what gave you the idea to do that. Catch up on work during breaktime.</p> | <p>Be respectful Be truthful Be a keen learner</p>  |
| <p>Storming out of class without telling an adult</p> | <p>Explain to an adult or</p> | <p>Be respectful</p> |

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|  | <p>peer what gave you the idea to do that. Catch up on work during breaktime or lunch time depending how much work has been missed.</p> | <p>Be truthful Be a keen learner</p>  |
| <p>Not being your best</p>  | <p>Age dependent. Teacher to decide.</p> | <p>Be respectful Be helpful Be friendly Be truthful Be a good listener Be a keen learner</p>  |
| <p>Eating other people's food</p>  | <p>Use your break time to find out about food allergies. Replace the snack that has gone missing. Explain why you took the snack.</p> | <p>Be respectful Be helpful Be friendly Be truthful</p>  |
| <p>Not respecting damaging school equipment</p>  | <p>Replace the damaged property. Put back furniture that has been knocked over. Talk about what you've done with someone, e.g. adult or peer. Use script if needed. Miss a lunch time and a break time.</p> | <p>Be respectful Be helpful Be friendly</p>  |
| <p>Leaving people out on purpose</p>  | <p>An adult or peer should demonstrate how it feels to be left out. Talk about feelings to each other, with an adult listening in. Do this at a set time so that you have time to think about how it might</p> | <p>Be helpful Be friendly</p>  |

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| | be affecting others and have time to prepare. | |
| <u>Bossing others around</u> | See above | <p>Be helpful Be friendly</p>  |
| <p>Stealing</p>  | <p>Give back what was stolen/replace. Miss a break time to reflect on behaviour and complete an age-appropriate, time-limited community service, e.g. litter-picking, tidying, cleaning to demonstrate citizenship.</p> | <p>Be respectful Be helpful Be friendly Be truthful</p>  |
|  <p>Threatening behaviour</p> | <p>1 lunch break and 1 break time Use restorative script. Say sorry.</p> | <p>Be respectful Be helpful Be friendly Be truthful</p>  |
| <p>Racist language</p>  | <p>2 lunchtime breaks and 2 break times. Do research in your own time to understand why the words used may be hurtful. Turn any comments around to make them positive. In your own time, write a sorry letter and a list of the person's qualities.</p> | <p>Be respectful Be helpful Be friendly Be truthful Be a good listener Be a keen learner</p>  |
| <u>Insulting others</u> | See above, 2 breaktimes | <p>Be respectful Be helpful Be friendly Be truthful Be a good listener</p> |

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| | | <p>Be a keen learner</p>  |
| <p>Dangerous behaviours</p>  | <p>Talk through what has happened and miss 1 lunch break.</p> | <p>Be respectful Be helpful Be friendly Be truthful Be a good listener Be a keen learner</p>  |
| <p>Biting</p>  | <p>KS1 – talk to one another and explain why it happened. Miss 2 break times. KS2 – Miss lunch breaks for a week. Complete an age-appropriate community service to demonstrate good citizenship.</p> | <p>Be respectful Be helpful Be friendly Be truthful</p>  |
| <p>Loss of learning for self / others.</p>  | <p>The amount of time that has been wasted should be made up at lunchtime or break time. Apologise to the class if their learning has been disrupted.</p> | <p>Be respectful Be helpful Be friendly Be truthful Be a good listener Be a keen learner</p> <p>Be a Whole Body Listener</p>  |

If there are instances of inappropriate behaviour, students will be warned about the consequences of their choices to either continue or take an alternative course of action. This will allow students to make an informed choice. Further sanctions may be applied at the discretion of the headteacher.

Signed: A.Goreham (Headteacher)

Reviewed with staff in: February 2024

Policy reviewed and ratified by Student Council: February 2024