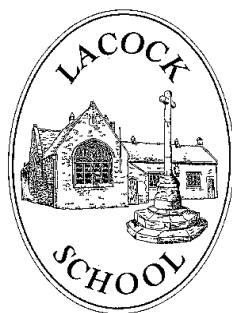


# Lacock CE (VC) Primary School



## Behaviour Policy

<b>Status</b>	<b>Adopted</b>		
<b>Date adopted by governing body:</b>	November 2018		
<b>Review Date:</b>	November 2019		
<b>Revision History:</b>			
Created by	Revised at staff meeting	V2.2	Nov 2018
	Revised to take out exclusion section – now forms separate policy	V2.1	January 2017
	Revised with staff	V2.0	September 2015
	Minor revisions following staff meeting	V1.1	December 2013
	Richard Hearn based on previous policy	V1.0	October 2013

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

## Lacock CofE Primary Behaviour Policy (including safe handling, exclusions)

At Lacock School we promote positive behaviour underpinned by the core Christian values of;

*Compassion, Thankfulness, Generosity, Trust, Peace, Wisdom, Creativity, Humility, Responsibility, Courage, Forgiveness, Respect & Reverence, Justice, Hope, Service, Truthfulness, Perseverance, Friendship*

At the start of each academic year each class will agree the **rights and responsibilities** that will result in a purposeful and successful learning environment.

The '**Rights and Responsibilities**' are revisited throughout the year. **Rules and expectations**

### **Purpose**

This policy outlines

#### **1. The Four Rs**

- ***Relationships***
- ***Rules***
- ***Routines***
- ***Rights & Responsibilities***

How we feel about ourselves has a direct impact on our behaviour and ability to learn well. Self-esteem develops from relationships with each other. Teachers and other members of staff are important role models and so it is essential that we are aware of the need to build up the quality of relationships between adults and children and also between children.

- ***Rules***

Lacock School focuses on the Rights and Responsibilities of children and adults through the collaborative creation of rules to be followed by all pupils.

The rules are agreed at the beginning of each school year by the children in each class and displayed on the classroom wall. The rules are phrased differently to take account of the variation in children's age and maturity but they are similar to those shown below. Additional rule/s may be included to focus on a specific aspect of behaviour which needs addressing in a particular class.

#### **Example 1**

- Respect other people (and their property).
- Listen when another person is speaking.
- Work hard and do your best in lessons.
- Look after school and personal property and the environment.
- Take care of each other
- Always tell the truth

## Example 2

- **Be Honest** - do not cover up the truth
  - **Work Hard** - do not disturb others
  - **Listen to Others** - do not interrupt
  - **Look after Property** - do not waste or damage things
  - **Be Gentle** - do not hurt others
  - **Be Kind and Helpful** - do not hurt people's feelings
- 
- **Routines**

At Lacock School we recognise that regular routines contribute to the smooth running of school, and therefore support good behaviour. The consistent way for example in which children line up to go into assembly, or how they line up for lunch are important.

- **Rights & Responsibilities**

Children have the right to be safe, respected and to receive an education.  
Teachers have the right to feel safe and valued.

Each child is encouraged to take responsibility for his / her learning and behaviour. Children need to learn that there are consequences to the choices that they make.

**Each child contributes to the school rules through their School Council Representative.**

## Recognition, positive and negative consequences

Celebrating success should be a priority.

- **Positive consequences**

Appendix 1 lists examples of rewards for good behaviour / learning, these are displayed in all classrooms. Rewards include positive verbal / non verbal praise. Children can also earn house (dojo) points and work towards class rewards. Success is celebrated in Friday's celebration assembly which is attended by parents. Positive rewards can be given out by all members of staff.

- **Negative consequences**

Appendix 2 lists a clear flow chart for dealing with negative behaviour. The 'Good to be green' system is displayed in all classrooms and promotes positive behaviour. A class incident file is kept where significant or persistent poor behaviour can be recorded. The 4W form (attached) may be used after the event to allow the child to reflect on their poor behavioural choices. This should be kept with the incident report in the class incident file.

## Bullying

Bullying in any form is unacceptable and is not tolerated at Lacock Primary School.

Bullying is behaviour which is hurtful towards others. We use the acronym 'STOP' (**Several Times On Purpose**) to explain that bullying is not two children falling out or arguing. When bullying takes place there is an imbalance of power in a relationship.

Lacock School has a separate Anti-bullying Policy which explains in greater detail what bullying is and how it is dealt with.

### **Inclusivity and Equality**

Bullying and discriminatory behaviour that goes against the Equality Policy will not be tolerated. This includes discrimination against anybody due to ethnicity, gender, ability / disability

### **Searching / Screening Pupils**

Certain items are not allowed on school premises: fire lighting equipment (matches, lighters, etc.); knives and any other weapons; alcohol and solvents; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; offensive material (pornographic, racist images etc.); any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline.

If a member of staff suspects that any pupil has a prohibited item in their possession they will first ask the pupil to hand over the item. If the pupil does not do so and the member of staff continues to believe they have a prohibited item they may follow the procedures set out in the DfE guidance found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

### **Safe Handling**

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DfE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using Social and Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

DfE Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

See also 'Use of Force to Control or Restrain pupils' Appendix 3

### **Safeguarding Children**

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard. Details are found in the Child Protection and Safeguarding Policy

## **Special Needs**

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs Policy)

### Children with behaviour as an additional need

- Follow guidance in Wiltshire Graduated Response to SEN/D Support (WGRSS)
- Supply teachers and other visitors such as visiting teachers from secondary schools are made aware of any particular arrangements, rewards and sanctions in place for specific children. MDSAs and other support staff are also be made aware of this.

Children with identified behavioural, emotional or social difficulties that require extra support, above and beyond what the school can provide, can be referred to appropriate specialist support by using a CAF / Single agency referral form / Diagnostic and Referral Tool (DART). The school also buys into a counselling service 'Relate', which can also be assessed. Other support may come from play therapy, PSAs (Parent Support Advisors) and other sources.

Referral to specialist support services will be in collaboration with parents / carers.

## **Behaviour Outside School**

This behaviour policy remains in force whenever a pupil is taking part in a school activity e.g. a PE lesson or an Educational Visit away from the school building.

The school will also investigate any incident of inappropriate behaviour which takes place where the child is identified as a member of the school e.g. on the way to or from school.

## **Allegations Against School Staff**

Allegations against a member of school staff are investigated in line with DfE guidelines. Any malicious allegation made by a pupil will be followed up in accordance with this behaviour policy and pastoral support given to the member of staff concerned.

## **Exclusions**

See separate policy.

## Appendix

1. Positive consequences
2. Negative consequences (classroom & lunchtime versions)
3. Use of Force to Control or Restrain pupils and other guidance documents.
4. The 4 W form

### Links to other policies

School Anti-bullying policy

School Equality Policy

School Safeguarding / Child Protection Policy

Health and Safety Policy

# POSITIVE REWARDS

Positive praise,  
thumbs up  
Well done!



House / Dojo  
Points



Class rewards...



Celebration  
assembly



Showing another  
teacher



**VERBAL warning**



**5 minutes lost from Golden Time**



**All Golden Time lost**

**Sent to Headteacher**



**Contact parents**



# VERBAL warning



5 minutes 'sitting out' at side of playground / lunchroom



Sent to Headteacher



Contact parents.



### **Use of Force to Control or Restrain pupils**

All staff are aware of the DfE document on using reasonable force to control or restrain a pupil as found below. The document is also available in the staff room for view.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Support and advice can be obtained from Wiltshire Specialist SEN support Service.

### **Behaviour and Discipline in Schools**

The DfE document covering Behaviour and Discipline in Schools is available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463452/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_headteachers\\_and\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf) and in the staff room.

Staff training on managing behaviour issues: Wiltshire Council provides a range of training opportunities for schools. Currently these include the following:

- Primary Behaviour Support Service:
  - de-escalation techniques / managing conflict
  - behaviour for learning
  - learning to behave
  - handling the emotion of anger
  - social skills
- Team Teach

#### Risk Assessments

[www.wcc.emanate.co.uk](http://www.wcc.emanate.co.uk)

# The 4 W Form

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1. What did I do?**

**2. What part of our school rules did I break?**

**3. Why did I do it?**

**4. What can I do or say to sort things out?**

**My signature .....**

**Teacher's signature .....**

Pupil(s) involved:	Date:	Location:
	Time:	Your name:
What happened: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
What action did you take to put this issue right: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
What action will you take to prevent further issues: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Confirm interaction grid is updated: Copy this sheet for each child's record		

Pupil(s) involved:	Date:	Location:
	Time:	Your name:
What happened: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
What action did you take to put this issue right: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
What action will you take to prevent further issues: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Confirm interaction grid is updated: Copy this sheet for each child's record		

