

Loxwood Primary School

Behaviour Policy and Statement of Behaviour Principles

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Loxwood Primary School is committed to an ethos where all members of our school community, including pupils, feel safe, secure, valued and respected. We believe in all adults being the positive role models for the behaviour we expect from children. We know that for our younger children, they are learning how to behave within a larger group of children and may need more support to understand and follow our Loxwood Learners Code. We recognise that children develop their social skills alongside the main curriculum and we support this by providing opportunities for our children to successfully learn and play with each other. We have five core values that are at the heart of all we do and drive our curriculum and ethos – Resilience, Collaboration, Creativity, Curiosity and Kindness - see Appendix 5.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment where they know they will be treated fairly and consistently and that they will be listened to
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Have a strong Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum that will be used to develop self awareness (as well as awareness of others), self reflection and self-esteem
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally and equitably to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Children in this school are aged between 4 and 11. Some behaviours that we may see when children start school at 4 may be more understandable than when a child is 11 – for example, biting, snatching, hurting others are all common behaviours that are seen in young children. However, we would not find this acceptable for our 11 year olds.

Negative behaviour is defined as:

- Not making the right choices according to our agreed Loxwood Learners Code

- Low level behaviour such as calling out, talking when they shouldn't be, disrupting others from learning, not doing as asked
- Non-completion of task or learning
- Negative attitude – being rude, name calling, running off
- Persistent negative behaviour that is affecting both their own and others learning
- Some low level age/stage appropriate physical behaviour – snatching, biting, pushing

Serious negative behaviour is defined as:

- Beyond age appropriate physical behaviour such as biting, hitting, scratching, punching, kicking, pushing
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Some of the list above may appear more secondary school based but should not be ruled out of a primary school environment.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We teach about bullying through our PSHCE and RHE curriculum in an age/stage appropriate way. We identify with children what bullying is, what it could look like, the different types and what to do if you or someone you know is being bullied.

If a parents suspects their child is being bullied, they are asked to meet with the headteacher, who will then investigate the matter and report back to parents.

Staff take all incidents of bullying seriously and it is logged onto CPOMs under the category, Bullying. These are monitored and analysed by the DSL's/SLT who report back to governors.

Any child who has been bullied or who is accused of bullying, is offered sessions with our Learning Mentor. We also try to use restorative work where appropriate.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Implementing the Loxwood Behaviour ladder ensuring consistent sanctions
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly onto CPOMs
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their time at Loxwood Primary School:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines – Loxwood learners Code and the class charter
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards through additional support, wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

6. School behaviour curriculum

At Loxwood Primary School, we have worked hard to create a culture that promotes excellent behaviour from all of our pupils. As a community, we have devised our Loxwood Learners Code that we expect everyone to adhere to:

- We are kind, helpful and polite
- We work hard and try our best
- We listen to others and respond kindly
- We look after each other and our environment
- We are a good friend

This code represents behaviour both in and outside of our school community – for example – representing the school on a visit or sporting event.

Within each classroom, the class teacher and pupils set out their own behaviour charter which supports the Loxwood Learners Code. This may include rules such as sitting with all 4 chair legs on the floor, keeping the classroom clean, listening whilst others are talking, lining up quietly etc.

We discuss behaviour expectations with the children in a manner which is appropriate to their stage of development.

We use the Zones of Regulation to support children with understanding their own feelings and emotions. We teach all of our children to know that they can use the Zones of Regulation to inform staff of how they are feeling at different points during the day.

6.1 Mobile phones

At Loxwood Primary School, we ask that children do not bring in mobile phones. However, where they are needed for children in Year 5 and Year 6 who walk home on their own, we have the following rules:

- Mobile phones are handed into the class teacher on entry into school and collected as they leave school at 3.15pm. These are locked away.
- Mobile phones are not allowed to be used during the school day.
- The school does not accept responsibility for any phones that are stolen or damaged as a result of being brought into school.

7. Responding to behaviour

7.1 Classroom management

At Loxwood Primary School, we believe that all adults are responsible for modelling the behaviour we expect and setting high expectations of how children will behave. Teaching and support staff are responsible for setting the tone and context for positive behaviour within their classroom and the school through.

- Creating and maintaining a stimulating environment and curriculum that encourages pupils to be engaged
- Displaying the Loxwood learners Code, behavioural ladder, Growth Mindset poster and their own classroom charter
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement

We believe in a positive approach to behaviour and use this to promote children making the right choices. We use a system whereby each classroom has a folder which uses the following categories:

- Superstar
- Role Model
- Ready to learn
- Time to Think
- Consequence

Each class folder has all the children's names in. All children start each day at 'Ready to Learn'. We encourage children to move up towards 'Role Model' and 'Superstar' by making positive choices and move their names within the folder when this happens.

For those children who are struggling to make right choices, we have a behaviour ladder (Appendix 3) that we follow which supports how we then put in consequences for negative choices. Children are reminded to make the right choice so that they do not move down to 'Time to Think'. If they then make positive choices, they move back to 'Ready to Learn'. If the negative choices continue, they then move down to 'Consequences'. The behaviour ladder informs staff which consequence they need as a result. At each point, we try to encourage children to make the positive choice by putting in supportive strategies such as moving away from another child they are distracting, adult support with their learning etc. When a child's name is moved down, this is done in private with the child in order to protect their self esteem.

As a school, we have introduced the Zones of Regulation as a way of supporting children with understanding their emotions and how to regulate them. We are aware that for many children, negative behaviour occurs due to their emotions being in control and by teaching them about the different zones and what to do to support themselves when in a zone, we aim to encourage more positive behaviour as a result. Please see Appendix 4 for more information.

7.2 Safeguarding

All behaviour is a form of communication and at Loxwood Primary School, we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information - <https://www.loxwoodschool.com/web/policies/33068>.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- We use positive praise at all times, where possible, to encourage positive behaviour. For those children who may find making positive choices more of a challenge, we try to catch them making positive choices so they can receive the positive praise.
- We praise children who make positive choices by moving them up on our behaviour files to either Role Model or Superstar. This is shared with the class when this happens.
- Each class has its own reward system to encourage positive behaviour. This could be collecting leaves, acorns or marbles in jar. Each class will set how many items the class needs to collect before they reach a class reward. This could be a pyjama party, DVD, games in the hall or an extra session outside. Each class determines their own system and rewards.
- Children are sent to the headteacher or another member of staff to show their good learning or for making positive choices. They receive a sticker or reward.
- Every Friday, we hold a Celebration Assembly where children receive certificates for our Five core values (Resilience, Collaboration, Creativity, Curiosity and Kindness) that all demonstrate positive choices in behaviour. Parents and Carers are invited in to watch their child receive a certificate and sticker.

- We have a Headteacher's Certificate and sticker which is given to those children who always demonstrate positive behaviour. Again, parents and carers are invited in to watch.
- In our Friday Celebration assembly, children can either receive Kindness seeds or Kindness leaves when they have demonstrated being kind towards others.
- We use house points as a way of rewarding children for behaving positively or demonstrating our five core values. These are then collected up across the school, with the winning house being celebrated and awarded the house Star and Cup during our Celebration assembly on a Friday.

7.4 Responding to negative behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

At Loxwood Primary School, we use a behaviour ladder to outline the consequences for negative behaviours. In most instances, negative behaviours fall into the first 3 steps which are low level disruptions. Staff are all aware of this behaviour ladder and supported to use it fairly and consistently. Please see Appendix 3.

Sanctions include:

- Having their name moved to Time to Think or Consequences
- Being moved away from the distraction to another table or part of the classroom
- A Thinking Time that correlates with their age – 3 mins for a 4 year old, 10 minutes for an 11 year old.
- Missing part of a playtime or lunchtime or being asked to eat somewhere else such as the office
- Being moved to another classroom for a short period of time
- Being sent to a senior member of staff
- Parents being contacted regarding the behaviour
- Loss of privileges – for instance, the loss of a prized responsibility such as sports leader
- Completing a restoration activity, such as a card or apology letter, if the incident involves another person being hurt or property damaged.
- School-based community service, such as tidying a classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

All instances of negative behaviour that are beyond step 3 of the behaviour ladder are recorded onto CPOMS and logged under the category 'Behaviour' and then 'negative Behaviour' and then the appropriate category that may go with it – bullying, physical aggression or behaviour. This enables the SLT to analyse negative behaviours occurring in the school and gather evidence if further support for behaviour is needed for that child.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Loxwood Primary School, most staff have had Team Teach training that enables them to use a variety of de-escalation techniques alongside positive handling when necessary. If a child needs positive handling, a member of staff who has had Team Teach training must be present.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil (Rare Occurrence and Age/Stage Appropriate)

Young children especially, tend to put items that do not belong to them into their pockets or book bags and it is other children who report that they have them. At age/stage appropriate, we usually ask children if they have these items and to show us, which they tend to do. The below search criteria relates more to older children within the school who intentionally have taken something or brought something in that they shouldn't have.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

As Loxwood Primary School is made up of all female staff, any searches of males will have to be conducted by an authorised female member of staff and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff such as the class teacher, who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead or deputy to try and determine why the pupil is refusing to comply.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, drawers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site negative behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means negative behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online negative behaviour

The school can issue behaviour sanctions to pupils for online negative behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

As Parents and Carers have responsibility when a child is out of school, there would be a discussion with parents and carers around the sanction given. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

We teach our children about sexual harassment at an age/stage appropriate level through our RHE and PSHCE curriculum.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information - <https://www.loxwoodschool.com/web/policies/33068>.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal, eg – hurting another child or disrupting a class from learning.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils may be removed to another classroom where the member of staff will monitor and work with the child until they can return. In some instances, the child may be removed to the office or to the Head's office and will then be monitored by either the office staff, Headteacher or member of SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as an Individual Behaviour Plan (IBD):

- Team meeting to discuss strategies for child
- Own work station
- Meetings with parents or carers
- Meetings with learning mentor
- Use of teaching assistants to support the child
- Short term behaviour action plans
- Long term behaviour plans
- Multi-agency assessment such as an LBAT referral

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to negative behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned, movement breaks or sensory time/my learning time for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism, ADHD, Attachment etc
- Use of separation spaces (outside or library) where pupils can regulate their emotions during a moment of sensory overload.
- Providing equipment to support behaviour – weighted toys and blankets, fidget toys, fidget cushion, ear defenders.
- Providing own workspace, if needed, to enable a calm area.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction including making it age appropriate.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, external agencies such as LBAT and SOCCOM, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Meeting with the teacher to look at how to move forward using positive choices.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards through a tour of the school with parents, a Welcome pack that includes our Loxwood learners Code and Growth Mindset poster as well as time with the class teacher supporting them into the classroom rules.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy and behaviour ladder
- The Zones of Regulation
- The proper use of restraint/Team Teach every 3 years

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Using the Ordinarily Available Inclusive Practice document

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data via CPOMs on the following:

- Behavioural incidents, including bullying, sexual harassment, physical behaviour and removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the DSL's. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti Bullying policy
- Attendance policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff and parents/carers
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Loxwood Behaviour Ladder

	Behaviour displayed	Action	Consequence
1	Low level behaviour – calling out, talking	First warning given and verbal reminder of good choices	Reminder of right choice
2	Persistent low level behaviour – calling out, talking	Second warning given and told their name is moved to Time to Think. Verbal reminder for good choices or that they would move to Consequences.	Move name to Time to Think and may be asked to move places
3	Persistent low level behaviour – calling out, talking,	Third warning given and name moved to consequences. Verbal reminder of good choices	Move name to consequences and time out given – 1 minute for age of child to a maximum of 3 mins for Reception, 5 mins for infants and 10 mins for juniors.
If negative behaviour continues			
Incidents now need to be recorded onto CPOMs and parents informed, name moved straight to consequences			
4	Refusal to engage in their learning or a task/listen to an adult/running off.	Child told their name is moving to consequences, with a reminder that further wrong choices will lead to being removed from class and verbal reminder to make a good choice.	Move name to consequences and time out given – 1 minute for age of child to a maximum of 3 mins for Reception, 5 mins for infants and 10 mins for juniors. They must then do work missed after thinking time or as part of thinking time. Speak to parents and record on CPOMs
5	Verbal behaviour – inappropriate, rude, name calling, disrupting class	Child told their name is moving to consequences, with a reminder that further wrong choices will lead to being removed from class and verbal reminder to make a good choice.	Move name to consequences and time out given – 1 minute for age of child to a maximum of 3 mins for Reception, 5 mins for infants and 10 mins for juniors. Speak to parents and record on CPOMs
6	Mild aggression/physical behaviour – pushing into the line	Child told their name is moving to consequences, with a reminder that further wrong choices will lead to being removed from class and verbal reminder to make a good choice.	Move name to consequences and time out given – 1 minute for age of child to a maximum of 3 mins for Reception, 5 mins for infants and 10 mins for juniors. Speak to parents and record on CPOMs
7	Fighting (reciprocal physicality)	Child told their name is moving to consequences, with a reminder that further wrong choices will lead to being removed from class and verbal reminder to make a good choice	Loss of playtime or some of lunchtime. Warning that if behaviour continues, further consequences put into place – further thinking time or loss of playtime/lunchtime Speak to parents and record on CPOMs
8	Intentional physical behaviour towards another child (one perpetrator, one victim) this can involve hitting, kicking, punching, biting, throwing items at another child	Child told their name is moving to consequences and actions being taken	Sent to member of SLT to investigate circumstances around incident. Possibly move child to another class for a session or with SLT. Restorative work to be completed with victim at some point after incident. Speak to parents and record on CPOMs
9	Aggressive swearing or threatening language at another child or adult	Child told their name is moving to consequences	Sent to member of SLT Possibly move child to another class for a session or with SLT. Speak to parents and record on CPOMs
10	Repetition of any of the above behaviours – persistent behaviour	Child told their name is moving to consequences	Sent to member of SLT Possibly move child to another class for a session or with SLT. Speak to parents and record on CPOMs
11	Bullying behaviour towards another child	Child told that member of SLT is being called.	Sent to member of SLT Move child to another class for a session or with SLT. Restorative work to be completed for victim. Referral to Learning Mentor. Speak to parents and record on CPOMs
12	Intentional destruction of property, aggressive swearing and/or physicality (including throwing a chair etc) towards a member of staff or another child.	Child told that member of SLT is being called.	Sent to member of SLT Child to be removed to a safe place with a member of SLT. Speak to parents and record on CPOMs. Referral to outside agency.

Appendix 4 – Zones of Regulation:

We teach children about the four zones below. We support children to begin to recognise when they are in a particular zone and what they can do to help regulate themselves when in that zone. Very importantly, we teach children that it is ok to feel any emotion including anger - it is how we react to that emotion that causes problems such as hurting others. We therefore teach children strategies for what to do when they are in the different zones.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Appendix 5 - Growth Mindset at Loxwood Primary School

Growth Mindset at Loxwood School.

Anyone who has never made a mistake, has never tried something new.

- Albert Einstein

Collaborative Bees



They understand the power of working with others.

listening to others opinions, learning how to work as part of a team.

respecting others views.



Kindness Badger

Badger understands the importance of

kindness and

he shows it in all that he does.



Curious Owl

Owl **asks questions**

about the world around them and what they are learning, investigating.

enquiring, and looking at different ways of solving a problem.



Resilient Hedgehog

Hedgehog uses

resilience to

try, try again.

She perseveres with tasks even when they are hard, she knows

that you **learn** from your mistakes.



Creative spider

Spider thinks outside the box, coming up with

different

ideas and

solutions to a problem.

