



Policy title:	Pupil Behaviour
Policy folder:	Pastoral
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Lead by:	Deputy Head
Responsible committee:	Finance, Pupils & Resources

## Introduction

At Lantern Lane Primary & Nursery, we C.A.R.E that everyone feels both welcomed and valued in our school and we recognise that good behaviour is central to achieving this.

The vast majority of our pupils are well-behaved, being committed to working hard; taking responsibility for their actions, and relating well to others in our school community.

On most occasions, pupils at Lantern Lane make the right choices to keep themselves & others safe and happy.

We believe that a relationship-based and restorative approach to understanding behaviour in our school presents is crucial in supporting our pupils to fulfil their potential in line with our intent statement.

We recognise that, at times, everyone needs support to make the right choices about how they behave. When they face challenges, our children are helped to understand themselves & their behaviour and are given support to reflect if the wrong choices have been made.

Wherever possible, they are encouraged to resolve differences for themselves, recognising that this crucial skill will help them thrive in their future lives.

The following document outlines how we, as a school community, set out to achieve the above.

We aim to be consistent in the way this policy is applied.

## How should we behave at school?

During their time at school, we aim to support children in creating a positive learning environment. In order to do this, we highlight and use positive examples of good behaviour and the school C.A.R.E values. In every class, circle time and other activities planned within the PSHE curriculum, we aim to foster positive attitudes towards one another. Central themes run through our discussions and they focus on what it is we each need to do to play a part in creating the best environment in which to learn.

Our school rules centre on the school's CARE values and should be applied in all aspects of school life:

### Our Rules

At Lantern Lane we will **C.A.R.E** for everyone and everything.

#### **C**onfidence:

- We will work hard and always have a go
- We will share our opinions and have our say
- We will try new things
- We will stand up for what we believe in and stand out from the crowd

#### **A**chievement:

- We will always aim to meet our targets
- We will celebrate all our successes
- We will recognise people's achievements in different ways

#### **R**espect:

- We will be kind, courteous and considerate to everyone
- We will respect our school and keep it tidy
- We will respect decisions made fairly
- We will demonstrate respect for authority and for the rules of our school and our community
- We will be tolerant of other beliefs and ways of life and try to see things from other people's point of view

#### **E**nthusiasm:

- We will come into school with a positive attitude and be ready to learn
- We will have another go if things don't go right first time
- We will give our best effort to every task
- We will be in the right place, at the right time

## **How do we support children to behave in school?**

At the heart of our approach is the use of emotion coaching, which supports children to develop their internal emotional regulation. It promotes healthy brain development while dealing with behaviour in the moment. In addition, it supports a narrative for connecting feeling, thinking and behaving. Emotion coaching enhances the adult-child relationship, whilst offering a style of interaction that combines 'high empathy and high guidance'.

Building upon this, we support children in a wide variety of ways that include:

- ✓ Our core curriculum;
- ✓ Our enriched curriculum;
- ✓ Class Charters.
- ✓ Targeted support for groups & individual pupils;
- ✓ Reward systems (e.g CARE wall & Golden Book) -
- ✓ Collaboration with external agencies;
- ✓ Working closely with parents & carers;
- ✓ Specific lunchtime support.

### ***Core curriculum:***

Appropriate behaviour in line with our CARE values is promoted through the intent, design and delivery of our core curriculum.

### ***Enriched curriculum:***

Examples of this are: the assembly programme, Forest School, DARE, NSPCC assemblies/ workshops & mental health projects.

### ***Class Charters:***

As part of our PSHE curriculum, children agree a class charter in which, through discussion, they draw up and agree a set of rights and responsibilities in line with our CARE values. These act as a set of class rules and may reflect the differences in the physical environment and ages of children in school.

## Targeted support for groups & individual pupils:

The table below shows some examples of what this support might include at Lantern Lane:

Targeted	Individual
<ul style="list-style-type: none"><li>• Group ELSA sessions based on specific needs e.g. friendships, anxiety</li><li>• Circle of Friends' activities</li><li>• Social stories</li><li>• Anger management groups</li><li>• Other work supported by Wellbeing Support Assistant.</li></ul>	<ul style="list-style-type: none"><li>• 1:1 ELSA sessions</li><li>• Lego therapy</li><li>• Bespoke sensory diets for specific children</li><li>• Social stories specifically designed for the pupil.</li><li>• Access support from external agencies e.g. CAMHS, Early Help unit.</li></ul>

## Reward systems:

- House Points.

All children are allocated to a house upon entry to school and earn house points to support their team in the termly and annual competition. Specific events are used regularly to support team building and the winning team receives privileges across the year.

- Golden Book Assembly

Every Friday, we have Golden Book assemblies. The purpose of the assembly is to share the best practice displayed by children in each class. Children are entered by staff, predominantly their class teacher. This will reflect aspects of the school CARE values. Each class teacher explains why each child has been entered into Golden Book assembly. Children sit at the front of assembly and receive an 'I was in Golden Book assembly today' sticker and a certificate. Parents are sent a communication to inform them that their child is in the assembly and they are invited into the assembly to share in the celebration.

- The C.A.R.E Walls

Each day children can be placed on one of the C.A.R.E Walls. This is a reward to reflect any aspects of good behaviour, excellent work, positive attitudes to learning etc. that have been demonstrated that day. Children are placed on the Walls when they have demonstrated one of the C.A.R.E values we foster in school. Each day Mrs Butler, Mrs Thompson or Mrs Hancock checks the C.A.R.E Walls and rewards each child with further praise and a special sticker.

The children's achievements are then further recognised through their C.A.R.E brick being displayed on a whole school wall, where it remains for at least a term.

- C.A.R.E Certificates

Every half term, individual children are chosen to receive a C.A.R.E certificate. The teacher (sometimes seeking the views of the class) chooses the recipients.

- C.A.R.E Awards

At the end of each academic year, one child is chosen from each year group to receive the Year Group C.A.R.E Award. In order to receive this trophy, the children are expected to have demonstrated a consistently high level of courtesy throughout the year. This trophy is presented in the last Golden Book of the year. The parents of the children receiving these awards are invited to this Golden Book assembly.

- Whole class rewards.

All classes will work towards a class treat but teachers will decide individually for their class on the nature of these rewards (after consultation with the children) and how they are earned, recognising different ages and needs of different classes. Teachers make these decisions within the framework of the CARE values and their own class charter.

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- Visits to Other Members of Staff

Children are given the opportunity to share their good work with other members of staff including previous teachers, headteacher, teaching assistants - and their next teacher during the transition period in summer.

- Individual rewards.

For some of our children, it is appropriate for them to have an individualised reward system that reflects and supports their needs.

Individual rewards for either classes or pupils are developed with the support of senior leaders in school.

***Collaboration with external agencies:***

We recognise the benefit of involving outside agencies be this for whole school training or working with individual children that require further support.

***Working closely with parents & carers:***

School staff work in partnership with parents to support children and encourage them to display appropriate behaviour in school.

**Lunchtime Support:**

❖ *Midday Staff:*

During lunchtime, midday staff lead play, where appropriate, to model key skills such as: taking turns, inviting friends to play and approaching others when attempting to join an activity. Children are also encouraged to play by the rules, and to respond to winning and losing in the correct manner.

❖ *Teaching Assistants:*

Teaching assistants support a small number of children at lunch times, where appropriate. This focuses on providing the children with structure to their play, encouraging them to make the right choices and display appropriate behaviour while interacting with others.

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**What happens when we don't behave in the way that we should?**

Our aim is to promote and then celebrate positive behaviour. However, there are times when a small number of children display inappropriate behaviour for various reasons. When this occurs, children will be reminded of the behaviour expected of children at Lantern Lane. Where instances of unacceptable behaviour continue, staff will implement the following systems recognising the age of the child:

**In Foundation 1**, children are asked to draw a sorry picture and are encouraged to apologise if appropriate.

**In Foundation 2**, a rainbow and cloud system is used.



All children will have their name on the rainbow at the beginning of each day.

Should a child behave inappropriately after several reminders and the opportunity to change their choices, they will be moved to the 'middle' cloud and staff will discuss with the child how they can behave in a more positive manner. If a child then displays better behaviour, their name is returned to the rainbow.

However, if a child continues to behave in an unacceptable way, their name will be placed on the 'end' cloud. It is at this point that staff will inform parents of the inappropriate behaviour.

On the rare occasions that inappropriate behaviour continues, one or more of the following steps may be taken:

- EYFS Coordinator will talk to the child;
- Time-out is given in a partner class;
- Senior leaders are involved.

**In Years 1 to 6, we use the Behaviour Ladder.**

#### Steps on the Behaviour Ladder:

##### **Ground Level:**

Teacher's high expectations of the children and the reward systems in place support appropriate behaviour at ground level. To encourage this continuing, children will be given reminders if their behaviour is not in line with their class charter, CARE values or their personalised plan (if one is in place). These will support children and give them the time to reflect - to avoid them climbing on to and then up the ladder.

If the behaviour still continues...

**Step 1:** the child's name is noted if unacceptable behaviour continues. The child is provided with support, guidance and further time to reflect.

**Step 2:** the child will lose 5 minutes from their afternoon playtime (unless they are in Year 5 & 6 when it will be the following break). Parents are informed via partnership books.

**Step 3:** the child will lose a further 5 minutes from their afternoon playtime that day. Parents are informed.

**Step 4:** a senior member of staff will be asked to speak to the child about the behaviour



seen and, where appropriate, will remove them from their classroom for further reflection and to consider how to make amends. This may involve a further loss of playtime or other natural consequence. Parents are informed.

**Step 5:** the child will go to the Deputy Head, Assistant Head or Head Teacher as appropriate, where any further action will be discussed and decided. Parents are informed.

At every stage of our behaviour policy, children are encouraged and supported to reflect on their behaviour. This reflection will be supported where relevant by the use of natural consequences. By engaging with natural consequences with the support of a trusted adult, children can learn to change their behaviour. Some examples of natural consequences include: letters of apology, repairing damage to property or completing work from a disrupted lesson.

- The steps on the ladder may not always be followed from step to step. If a serious incident should occur, staff may move directly to a step that suits the circumstances. Such incidents are reported separately on the Serious Incident Form (**Appendix 1a**) given to the senior leadership team, detailing the nature of the incident; the sanctions applied, and the support given to the perpetrator and the victims involved in each incident. These incidents are discussed weekly in the Senior Leadership Team meeting to ensure support is given where it is needed (to both the child and the teacher). A decision may be taken to keep a behaviour chronology (**Appendix 1b**) for an individual child, where more intensive support is required and the understanding of patterns in behaviour is crucial to providing this.
- In very rare and special cases, physical intervention may be required to ensure the safety of a child (with exceptionally challenging behaviour), the safety of other children, and the safety of staff. Such interventions would be in line with current legislation, LA guidance and BILD expectations. Members of staff will have CRB training. This would usually be detailed on a child's individual behaviour plan.

*[BILD-British Institute for Learning Disability; CRB- Coping with Risky Behaviours].  
See Appendix 2 - for further details.*

- The behaviour ladder, whilst effective for the vast majority of children, may not meet the needs of all. Where appropriate, a more individualised plan is put in place subject to regular review and with the agreement of parents.

### **What happens in time-out?**

Children losing playtime will be sent to the time-out room, where a senior member of staff will supervise. Children may be sent with work to do during the time they have lost. A log is kept of the children in time-out.

This log is reviewed weekly by a member of the senior leadership team. If a child appears three times or more in a week, a call to parents will be made by a member of the senior leadership team. Equally, when there are improvements in behaviour, this will also be shared and celebrated with parents.

### **How can parents support our policy?**

We work closely with parents as we recognise the importance of collaboration to promote the right behaviour. Opportunities are given across school for parents to share the successes of their children in respect of behaviour.

Equally, we expect that parents will work with us on the rare occasions where behaviour is not appropriate - in the following ways:

- sign the partnership book to show that they have discussed the reasons for reaching Step 2 or above with their child;
- support the school with any initiatives that will address behaviour;
- engage with the senior leaders in school when contacted to review child's behaviour. See above.

In some cases, parents may be asked to come to school to discuss a child's unacceptable behaviour.

### **Serious or persistent instances of unacceptable behaviour:**

This is rare at Lantern Lane given that provision for children with particular behaviour needs is individualised; reviewed regularly and supported by outside agencies. Staff will always strive to find the reason for a child's behaviour in order to ensure that this support is correct.

Therefore, sanctions given to any child will take into account any additional needs a child may have and other factors. Sanctions given will also take into account whether it is a first, but very serious, incident; whether it is a repeated pattern of behaviour (as recorded on Appendix 1b) , and also the impact the incident has had on other individuals involved.

Sanctions given may include:

- Withdrawal of play times/lunch times;
- Withdrawal of privileges;
- Withdrawal of external activities if the child, staff or other children are deemed at risk;

- A combination of the above in order to provide a graduated response, ie if this is a repeated behaviour.

Arrangements may be made to internally exclude the pupil from the playground or class by having them educated away from the class for a period of time.

In some cases, school may suggest to parents that it is felt necessary to involve external behaviour support services such as The Rushcliffe Primary Partnership or the Family Service.

At Lantern Lane, all incidents which are deemed to be racist will be dealt with in accordance with our behaviour policy and will be recorded in line with the school's Single Equalities policy.

Any persistent poor behaviour - if it is felt to constitute bullying - will be managed in accordance with the Anti Bullying policy.

Should the child continue to not meet the school's expectations then, in some cases, fixed term exclusions may be the consequence. They will always be considered as a last resort and they may vary from 1 to 15 days. Should a child accrue 45 days of exclusion in any given year, they will be permanently excluded. The school reserves the right to move straight to permanent exclusion if a child's behaviour warrants it.

## Appendix 1a

### BEHAVIOUR INCIDENT FORM:



1

If a child has shown one or more of the behaviours listed below- or has acted in another inappropriate way that you consider needs recording - please complete this form.

Different recording forms should be used for:

- Race/ hate incidents;
- Allegations of bullying.

Child's Name:

Class:

Reported by:

Date:

Highlight the one which best describes the incident:

**Rudeness:**

[Answering back, swearing/inappropriate language, disrespectful body language (roll eyes, hand gestures), disrespectful responses (tutting, sighing, banging equipment, slamming doors), arguing, raising voice to an adult]

**Violence:**

[Fighting, wounding, violent behaviour towards another child/ adult]

**Dishonesty:**

[Lying or covering up the truth]

**Refusal:**

[Not doing as requested, doing it deliberately slowly or only partially following instructions]

**Damage:**

[Damaging/ attempting to damage property, equipment or belongings]

**Theft:**

[School property, personal property (adult or pupil)]

**Disruption:**

[Challenging or inappropriate behaviour, running away or attempting to run away from classroom/ staff/ premises.  
Persistent violation of school rules/ other behaviour that makes it impossible to teach or look after a group of children]

Briefly describe what happened:

**Briefly describe the action taken [consequences given to child/ contact with relevant parents/ advice taken]:**

**Signed:** \_\_\_\_\_

**Discussed in SLT:**

**Date:** \_\_\_\_\_

**Further action taken:**

**Is this the first incident of this nature that the child has been involved in? YES/NO**

**If NO, number of similar incidents recorded:**

**Transfer to bullying file appropriate: YES/NO**

**Signed:** \_\_\_\_\_



**Appendix 1b**

**BEHAVIOUR TIMELINE/ CHRONOLOGY:**

Sheet Number: \_\_\_\_\_

This sheet is to be completed to provide an overview of a child's behaviour so that trends/ patterns can be identified and a management plan put in place where this is appropriate.

See the following examples for help in completing this form

Brief details of behaviour/s causing concern:	Trigger:	Actions taken:
Speaking disrespectfully to an adult.	Asked to complete a maths task. Peer relationship. Interaction with an adult. Transition. Time of day. Tiredness. Hunger. Identified issue outside school.	Step ____ / Parents advised.
Violent to another child - 2 x kicking. See Serious Incident Form.		____ minutes break time lost/ Parents advised/ Other child's parents advised.
Dishonesty - telling teacher a lie.		____ minutes break time lost/ Parents advised.
Repeated verbal abuse/ violence to another child. See Serious Incident Form.		Exclusion - 1 day.

Behaviour Codes - these are directly related to Behaviour Incident Form 1. These will be used to establish if there is a pattern to the behaviour being reported.	
RU	Rudeness
V	Violence
DIS	Dishonesty
R	Refusal
DAM	Damage
TH	Theft
DIS	Disruption

Name:				
D.O.B:				
Date/ Time (as approp):	Brief details of behaviour/s causing concern:	Trigger	Behaviour Code - See Above	Actions taken:

Review Undertaken by SLT - Date:	Management plan agreed, e.g. continue to monitor/ individual behaviour plan agreed/ referral to an outside agency/ additional internal support strategies introduced. List actions and give initials of member of staff designated to complete these	Signature:

## **Appendix 2: The Use of Physical Intervention**

It is anticipated that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when, despite all the best efforts of staff, there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from, or continuing to:

- Committing any offence
- Causing personal injury to, or damage to, the property of any person (including the person him/herself or
- Prejudicing the good order and discipline at the school whether during a teaching session or otherwise

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools - a guide for Head teachers and School staff.

The necessary use of any physical intervention at Lantern Lane Primary & Nursery School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.