

LEAP FEDERATION



LEARNING EDUCATION ARTS PARTNERSHIP



Behaviour Policy

(updated September 2022)

BEHAVIOUR POLICY

The aims of the policy are as follows:

- To practice a whole federation approach to behaviour management with care and consistency.
- To share with children, parent/carers and Governors the school rules, rewards and consequences.
- To create an environment in which good behaviour and learning are priorities.
- To reward children who follow the school rules.
- To strengthen home-school links by reporting on behaviour.

Statement of intent

Our federation's ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, and that will in turn enhance their ability to become effective learners. We believe that a positive approach to behaviour management helps children develop their own self worth and therefore increase their ability to fully access the life of the school. We take a positive approach to behaviour and support children in developing an intrinsic understanding of rules and expectations and how these are vital for the whole community.

This policy gives teachers the structure necessary to effectively manage pupils' behaviour, create a positive classroom climate and increase academic success. It gives pupils the responsibility for managing their own behaviour through being presented with choices, making decisions and understanding the consequences. It gives parents guidelines as to what is expected of their child, and enables them to have consistent feedback on their child's behaviour.

Staff responsibilities

- To set out clearly with the children, the class rules, rewards and consequences
- To inform parent/carers of class/school rules, rewards and consequences.
- To practise class/school rules, rewards and consequences with care and consistency to reward children who follow the rules.
- To report to the senior management team and parent/carer on behaviour patterns.

Children's responsibilities

- To follow class/school rules in **all** areas of the school.
- To know that by not following class/school rules, they are choosing a consequence.

Parents/Carers responsibilities

- To support class/school rules, rewards and consequences in discussion with their children and staff.
- To meet with staff and senior management to discuss behaviour patterns when requested and to work with school to implement support strategies (particularly when these involve home and school)

All three schools in the federation, Kingsmead, Gayhurst and Mandeville, share the aims of their policy and all practice will be in line with this policy and the core practices. They may adapt features of the behaviour systems to meet the needs of their context.

Rules

The aim of the rules is to allow children to understand what is expected of them. It is necessary that these rules are actively modelled, taught and recognised by the teacher. For example, if a child is following instructions the teacher will model the expected behaviour by saying 'well done you are following instructions'. The emphasis is always on choice. If a child breaks a rule it should be explained that they are choosing not to follow the rules.

Rewards

The system of positive assertive discipline and its chance of success rely on the recognition of rewards. The use of praise is central to this approach. It means that adults have to be very vigilant and recognise achievements and children that are following the rules. Praise can take many difficult forms. It could simply be 'well done'; it could also be a symbol like thumbs up or a pat on the back.

The following are examples of rewards:

1. Praise.
2. Sticker / Certificates
3. Reward token (green or gold)
4. Activity choice
5. Golden Time

Awards

Awards are given every week in assembly - children being given awards receive a certificate in recognition of good learning behaviour. This certificate is to be taken home and celebrated with their family. This is also celebrated across LEAP schools in the weekly newsletter

Tokens (Green Points / Gold Crowns)

Tokens are awarded for outstanding learning behaviour in the classroom, conduct in the playground and around the school. Children who display excellent conduct in this way are awarded tokens by members of staff and praised for making us proud of them. Each class has a box and the children put the tokens into this and watch it fill up over the week. Each week, the

tokens are counted and, during an assembly, we announce the winning class who takes the award for the week (this maybe different in different phases e.g. a cup in KS2 and a teddy in KS1/EYFS). In this way children are earning rewards for their class and classes develop a group drive towards improving behaviour.

Individual teachers may also operate whole class reward systems as long as these are in addition to whole school systems. For example, where classes fill a button jar or achieve a specific target and these are rewarded with a treat chosen by the class and/or teacher.

Consequences

We use the ***Stay on Green*** system for day to day management of behaviour. It is a visual aid that charts the school's sanction system and supports the school rules and is directly linked to the reward of Golden Time.

The 'Stay on Green' system works as follows: Every child has a pouch in their classroom that is displayed on the wall. They start every day with a green card. A child can then receive a different coloured card if they are not doing the right thing but are always given the chance to correct their behaviour and move back to green. The card system works as follows:

Verbal Warning – A teacher will give a warning to the child that a specific behaviour needs to stop. This is repeated before any of the following cards are given (in the case of extreme breach of school rules this may not be possible).

Blue Card 1 – If behaviour has not improved, a blue card is put into the pouch in the classroom and the child has 2 minutes in a timeout chair in the classroom, which acts a space for reflection and the child to consider how to make an improvement.

Blue Card 2 – If behaviour has not improved, a second blue card is put into the pouch in the classroom and the child spends another 5 minutes in the timeout chair for reflection.

Yellow – If behaviour has not improved, a yellow card is put into the pouch in the classroom and the child spends 10 minutes in another class, again to encourage reflection.

Red – If a child does not correct their behaviour after a yellow card, the next stage is a red card. At this point, a member of the senior leadership team (Headteacher, Deputy Head or Assistant Head) will discuss the behaviour with the child and they will complete a reflection sheet. A letter and a copy of the reflection sheet, will go home to parents/carers at the end of the day. An additional copy is posted to the child's home address. If a child receives three red cards then parents/carers meet with a school leader to discuss this; should they reach five red cards then a meeting will be arranged with the

Deputy Headteacher or the Headteacher. If a child receives six red cards, the child may be excluded from their class for a day.

In cases where children are struggling to follow the school rules, additional support is put into place. This can include learning mentor support, a behaviour support plan, a PSP (pastoral support plan) or home/school book to involve parents/ carers in supporting. It may also involve referral to outside agencies such as the REU (Re-engagement Unit). This support is tailored to the individual child and regularly monitored and reviewed.

All red cards are analysed and patterns of certain types of behaviour (e.g.: racism, bullying or sexual behaviour) are used to inform provision for the child and to monitor types and patterns of behaviour to inform whole school planning. A red card analysis takes place termly and is reported to Governors. (for more information regarding types of behaviour see Appendix 1 and Appendix 2 and refer to LEAP CP policy)

The use of restraint will only ever be used as a last resort or response to an emergency situation. The use of reasonable force is only necessary to prevent a pupil:

- Injuring themselves or others.
- Causing damage to property.
- Serious disruption of a lesson or refusal to leave a classroom.

Where restraint has been necessary, the incident must be logged in the 'Restraint record' file. Parents/carers will be informed when a restraint has occurred. Complaints relating to the use of physical intervention will be reported to and investigated by the Executive Head Teacher.

In cases of violence or extreme behaviour that puts staff, children or the child themselves at risk, the child will go straight to a red card without going through the card system. The ultimate sanction is exclusion from school for a period of days (fixed term exclusion) or permanently. This is at the discretion of the Executive Headteacher.

Nursery

Children in the Nursery will be introduced to the idea of rules, rewards and consequences. The children will be encouraged to think and discuss with staff about the choices they make with their behaviour. Due to the developmental stage of the children the focus in the nursery will be on clear rules and expectations that the children need to understand. They will have clear rewards and consequences, which will be age related.

Special Educational Needs

This system does not always meet the needs of children with significant emotional and behavioural difficulties. It does however allow boundaries and clear expectations to be set. Children on the SEN Register with emotional and

/or behavioural difficulties will still be part of the whole school system for behaviour, however it is necessary to be realistic about their ability to fully participate in it. With this in mind small targets will be set with these children to help move them toward the whole school system. This will be achieved through individual education plans using small steps that feed into the whole school system for rewards. If behaviour continues to be a concern a child may need a more detailed plan which is reviewed more regularly and involves input from other agencies. This is called an Individual Support Plan and may be supported by a behaviour flow chart which informs all involved staff and the child and parents/carers what the consequences are for different behaviours and how to manage presenting behaviour in a consistent way that is understood by all.

The role of the Senior Leadership Team

A member of the SLT will always be available to respond to behaviour concerns and will come to the classroom if requested. Senior Leaders are responsible for issuing red cards and this is at their discretion after weighing up the available evidence. They will also follow up by contacting the parent/carer, either through the red card system or additionally by telephone or arranging a meeting as required.

The role of outside agencies

We are, on a regular basis, in discussion with the Educational psychologist, Hackney Education Re Engagement Unit (REU) and other relevant professionals (e.g. CAMHS, Traveller Team) on both individual children and whole school issues. Parents/Carers will be asked for permission if other agencies are involved from outside school.

Review Monitoring

Classroom organisation and management is key in promoting positive behaviour. LEAP schools therefore maintain a positive learning environment and this is regularly monitored. School rules are displayed throughout each school and rewards and consequences are on display in classrooms. In addition, each classroom has a dedicated reflection or time out area where children experiencing behaviour difficulties have time to reflect and consider ways in which to improve their behaviour.

Inclusion Team meetings review individual children's behaviour needs, develop targets and strategies and allocate behaviour support such as *Referral to the school councillor*, *Anger Management* group work or *Circle of Friends* work as well as taking new referrals from staff regarding behaviour concerns.

Learning Mentors monitor progress towards targets during 1:1 and group sessions and contribute to behaviour plans.

Children's individual behaviour targets are reviewed at least termly.

Behaviour for learning is a regular focus of whole school CPD to ensure that policies and procedures are up-to-date and being implemented consistently and effectively. This will allow for discussion and review of existing practices and highlights what is working and what is not. In this way approaches to managing behaviour are reviewed and updated to ensure that they are effective and meet the needs of our children.

Written: September 2021 Reviewed September 2022
Next review planned: July 2023

Head Teacher:

Chair of Governors:

APPENDIX ONE

LEAP Anti-bullying document:

Context:

Bullying is a complex problem involving the bully and the victim as well as the whole school community. Bullying is always regarded as unacceptable and any cases of bullying are treated as serious. Our federation's ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, and that will in turn enhance their ability to become effective learners. Teaching and learning can only take place effectively in a safe caring environment. Our aim must be to achieve this within our school environment.

Definition:

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying

The LEAP federation recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Strategies for the Prevention of Bullying:

Around the school

- Consistent implementation of the school rules.
- Anti-bullying week each year and termly assemblies on this topic.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- All staff modelling a caring and positive ethos between all members of the school community.
- Actively create “safe spaces” for vulnerable children and young people.
- Displays and posters around school clearly identify who children can talk to if they have any concerns.

In the classroom

- Similarities and differences, understanding bullying, accessing help, stereotypes, conflict resolution and developing empathy are explicitly taught in Jigsaw PSHE Piece 2 ‘Celebrating Difference.’
- Friendships, appropriate boundaries, accessing help, conflict resolution, managing changing relationships, relationship with self and relationships with technology are explicitly taught in Jigsaw PSHE Piece 5 ‘Relationships.’

In the playground

- Staff in the playground are clear on school procedures about behaviour.
- Staff model positive playground interactions with children.

Reporting Incidents of Bullying:

Children

- Children should report any incident experienced or observed by them immediately to an adult or another child.
- If a child sees someone being bullied they should not join in or watch but try to help the victim or get an adult.
- Tell someone at home.

Lunch-time Staff

- Report to Senior Leadership Team (SLT) any bullying behaviour reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be bullying behaviour or children that you feel may be at risk from bullying behaviour.

Teachers

- Report to SLT any bullying behaviour reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be bullying behaviour or children that you feel may be at risk from bullying behaviour.

Parents/Carers

- Listen to your child and encourage them to talk about school.
- If your child tells you that they are being bullied at school OR you feel that it may be happening, please report it to a member of staff immediately.
- Agree to ensure a time to meet again with the teacher to ensure it has stopped.
- Do not deal with the issue on your own, as bullying is a whole school responsibility.

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Supporting pupils:

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a learning mentor.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through CAMHS.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, CAHMS.

This Anti-Bullying document is also informed by preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

APPENDIX TWO

LEAP Harmful Sexual Behaviour (HSB) document

Context:

We have a zero tolerance approach to sexual violence and sexual harassment, and therefore all sexual misconduct is treated extremely seriously. This is anything that involves sexual behaviour towards an adult or another child in the school. We understand that the 'victim' and the 'alleged perpetrator' can both be equally harmed by any sexualised behaviour and treat both as 'victims'. Our ethos is to promote a healthy attitude to all relationships, free from unwanted sexual behaviour. We want all children to feel safe and secure in school and able to tell an adult if anything happens to them.

Definition:

Sexual harassment is 'any unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside the school. This can occur between any two children of any age and sex. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Verbal behaviour can include:

- Telling sexual stories,
- Making lewd comments,
- Making sexual remarks about clothes and appearance
- Calling someone sexualised names
- Sexual 'jokes' or taunting
- Unwanted sexual comments/messages on social media

Physical behaviour can include:

- Deliberately brushing against someone
- Interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Sharing of unwanted explicit material
- Sexual exploitation, coercion and threats

A sexual assault occurs if someone intentionally touches another person and the touching is sexual. This can cover a wide range of behaviours and can include:

- Kissing someone without their consent
- Touching a person's bottom, breasts, genitalia
- Upskirting (a criminal offence)

Strategies for the Prevention of HSB (Sexual violence and harassment):

Around the school

- Consistent implementation of the school rules.
- Discussion of healthy relationships during SRE week

- All staff modelling a caring and positive ethos between all members of the school community
- Making sure that adults can see all areas of the playground at playtime
- Keeping main door (not individual doors) of bathrooms open
- Adults being vigilant and monitoring when children are in the toilets
- Displays and posters around school clearly identify who children can talk to if they have any concerns about anything.

In the classroom

- Friendships, appropriate boundaries, accessing help, managing changing relationships, relationship with self and relationships with technology are explicitly taught in Jigsaw PSHE Piece 5 'Relationships.'

In the playground

- Staff in the playground are clear on school procedures about behaviour
- Staff can see all children – there are no 'hidden' places
- Staff model positive playground interactions with children and with each other.

Reporting Incidents of HSB (sexual violence and harassment):

Children

- Children should report any incident experienced or observed by them immediately to an adult
- Children should report any incident that another child tells them about to an adult at school or at home

Lunch-time Staff

- Report to Senior Leadership Team (SLT) any HSB reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be HSB or children that you feel may be at risk from HSB.

Teachers

- Report to SLT any HSB reported to you or observed by you, on that day, or during the time that the incident is taking place.
- Always report any behaviour that you feel may be HSB or children that you feel may be at risk from HSB.

Parents/Carers

- Listen to your child and encourage them to talk about school.
- If your child tells you that they are experiencing HSB at school OR you feel that it may be happening, please report it to a member of staff immediately.
- If your child reports an incident of another child experiencing HSB, please report it to a member of staff immediately
- Do not deal with the issue on your own, as HSB is a whole school responsibility.

See LEAP CP policy for information regarding reporting and responding to Harmful Sexual Behaviour