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Values and Behaviour Policy

**Updated: Summer 2024
Presented to Governors:
Summer 2024**

**Review Date:
Summer 2025**

**Chair of Governors: Neil Evans
Headteacher: Jan Holmes**

Together we flourish and grow

British Values and Policy statement

Linaker Primary School recognises that our children are a part of the wider British Society, which is multi-cultural and multi-faith in its composition.

We also understand we have a crucial role to play ensuring that our children become valuable members of society, who treat others with respect and tolerance and are prepared for life in modern Britain.

Where it is appropriate and pertinent, we aim to teach, reinforce and develop our inherent British Values both within school practices (please refer to our British Values statement) and within our curriculum coverage.

This statement outlines the key British Values we actively promote within the curriculum alongside our own school values of respect, trust, compassion, courage, creativity and resilience.

- Democracy
- Mutual Respect
- Individual liberty
- Tolerance of those of different faiths and beliefs
- The Rule of Law

Behaviour Principles Statement

As a school our values are central to all we do. These values of **respect, compassion, resilience, trust, curiosity and creativity** support our pupils and underpin our approach to behaviour management. High standards of behaviour are central to all we do in our school. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life including drop off times before and after school. All members of staff set high standards and learners will be given clear guidance on what is expected of them. Working in partnership with parents we will ensure that our values become central to the lives of learners. The purpose of this policy booklet is to communicate and clarify the ways in which our school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Objectives of the Policy

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Regularly, staff will remind children of the school values

- Respect
- Trust
- Compassion
- Resilience

- Curiosity
- Creativity

In doing this, staff will encourage pupils to reflect on how together as a school community 'We Flourish and Grow.'

Everyone at Linaker Primary School is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

Linaker Primary School Aims

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

Equal Opportunities Statement

Linaker Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To praise children in public and reprimand in private (RIP & PIP).
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the 'Linaker Primary School Code of Conduct' at all times.

- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a calm and non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the school values, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support Linaker Primary School values and behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school activities.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time (8.45am).
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open and to speak to others quietly and courteously

School Wide Rewards

Celebration Assembly

Good behaviour (Star of the Week), achievement (Merit), demonstration of Linaker Values (Values Award) and attendance are celebrated every week in assembly. Children respond well to this recognition and additional awards are presented at this time, e.g. Headteacher awards, Sports achievements, music exams, Birthdays etc.

Flourish Tree Points

At Linaker we expect every child to behave appropriately and try hard. However, we are always looking for opportunities to reward great behaviour, exceptional hard work and resilience as well as children going above and beyond for the benefit of the school community. Where these acts are picked up throughout the year, children will be awarded 'Flourish Points'.

During lessons children will be given Flourish Points for demonstrating outstanding general or learning behaviours linked to the school values. Children will move their leaf up the 'Flourish Tree' and each time they reach the top they will get a 'Flourish Nomination'.

Flourish Points can also be given by members of staff who see outstanding behaviour or adherence to the school values around school. (These are not for **expected** behaviour). These points will also be added to the tree once back in class.

Each week the children who have gained flourish nominations will be entered into a class draw for a small prize.

Each term 2 children who have demonstrated exceptional behaviour, from each class will be invited to a Flourish lunch during the last week of term. Parents/carers will also receive a message from the Headteacher, praising their outstanding behaviour.

Class Rewards

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class. These individual approaches are not encouraged as this can confuse pupils when moving from year group to year group.

School Wide Sanctions

| <i>Steps</i> | <i>Consequence: This is what will happen</i> | <i>Recording/Reporting</i> |
|--------------|--|--|
| Step 1 | <p align="center">Redirection</p> <p>Gentle encouragement/guidance based on your relationship with that child.</p> | No Further action |
| Step 2 | <p align="center">Verbal Reminder</p> <p>A reminder of the rules, delivered privately wherever possible. This does not mean taking the child out of the room.</p> | No further action |
| Step 3 | <p align="center">Visual Reminder</p> <p>Verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Red card on desk. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>If child corrects behaviour, card is turned over to green.</p> | No further action |
| Step 4 | <p align="center">Time Owed</p> <p>If the pupil still does not engage, tell them 'You now owe two minutes of your learning time during breaktime/lunchtime.'. This will then be increased to 4 minutes if behaviour continues. The class teacher is responsible for this. These minutes cannot be removed or reduced. If this happens in the afternoon, these minutes are paid back the following day.</p> | No further action |
| Step 5 | <p align="center">Internal Referral</p> <p>The child's behaviour is now affecting the learning of others. Work completed in the predetermined partner classroom.</p> <p>Child will also come back for 10 minutes reflection time during the next breaktime or</p> | <p>Parents will be spoken to formally by the class teacher if this occurs.</p> <p>Teacher will phone parent if they do not pick child up from school.</p> <p>Record on CPOMs</p> |

| | | |
|--------|---|---|
| | lunchtime. Reflection slip to be completed. | |
| Step 6 | <p>Ongoing Disruptive Behaviour</p> <p>3 reflections in a half term.</p> <p>Behaviour continues to disrupt the learning of the class. Formal behaviour meeting arranged with class teacher and phase leader. Pastoral Support Plan to be put in place. Reviewed in 2 weeks – conversation with parents.</p> | SLT Informed. Record on CPOMs |
| Step 7 | <p>Behaviour continues.</p> <p>Behaviour meeting arranged with member of SLT and Class teacher Pastoral Support Plan to be reviewed. Child at risk of exclusion.</p> | Pastoral Support Plan reviewed and report card put in place if appropriate, to be filled in and sent home each day. |
| | <p>Uniform</p> <p>Breaking rules on uniform, make-up, hair, nails.</p> | Parent informed via letter. |
| | <p>Serious Incidents</p> <p>Behaviour including fighting, intimidation, bullying, vandalism, use of inappropriate language, verbal and physical abuse with intention to harm will be treated as a serious behaviour incident.</p> <p><i>They will be dealt with on an individual basis and consequences given accordingly.</i></p> | |
| | <p>Playground Incidents</p> <p>If a child is not following our school values they will spend 5 minutes standing with the person on duty. If behaviour then continues they will be referred to the SNUG who will liaise with SLT.</p> <p>Serious incidents on the playground will result in the child losing up to 3 days</p> | |

Pastoral Support Plans (Appendix 1)

These will include the voice of the child and have input from teachers, pastoral team and parents. They will be reviewed every 2 weeks. They should be positive in nature and make clear expectations and consequences.

Restorative Thinking

Our school uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

A Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions.

Step 4- Time Owed

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (2 minutes)
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning
- If behaviour continues this is increased to 4 minutes
- Learner is given final opportunity to engage with the learning/follow instructions

Step 5- Internal Referral

If the step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined partner class. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to record this on CPOMs (under Behaviour) and the child's parent must be informed by the class teacher, either in person or by phone. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

10 mins reflection will be carried out with the behaviour mentor and a reflection slip must be completed and sent along with the child so it is clear what the focus of the reflection needs to be.

Reflection will include a discussion with the child about behaviours leading up to time out. They will then complete a reflection sheet during the 10 minutes if this is appropriate. This will be used to identify if any therapeutic intervention is required and what this is.

Step 6- Formal meeting

If behaviour is consistently poor, as shown by CPOMs logs and several behaviour meetings, or becomes a cause for concern, there will be a formal meeting with the parents, class teacher, phase leader and learning mentor. There will then be agreed targets that will be monitored over the course of two weeks. This will form part of a Pastoral Support Plan. Parents will be formally involved at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example, it may be more appropriate to have an internal exclusion.

Communication with Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received. Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved. Be mindful that parents may feel embarrassed to have a conversation about their child's behaviour in front of other parents and should be done away from other people.

Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above steps may not be fully appropriate. In fact, for some pupils, this strategy further upset and cause emotional harm. In this case (SLT will make you aware of such pupils), and these cases a trauma-informed approach will be used.

| Regulate (Brainstem) | Relate (Feeling Brain) | Reason (Thinking Brain) |
|--|---|---|
| <p>Co-regulator gives time, space & safety</p> <p>Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging)</p> <p>Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball)</p> <p>Environmental support – what does the space offer the child?</p> | <p>Repair& restore connection (I'm here, I care, it's ok to be mad, when you're ready)</p> <p>Us vs Problem (we will get through this)</p> <p>Do together Solve problem, not punish</p> | <p>Reflect and learn</p> <p>Remember and articulate</p> <p>Rehearse for next time</p> <p>Solve a problem</p> <p>Learn a new skill –teach explicitly</p> <p>Rehearse</p> |

Responding to Inappropriate Behaviour:

a) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

Linaker Primary School has an Anti-Bullying policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper compassion for others through restorative conversations, supporting our children to understand how their actions affect others. If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

b) Child on Child Abuse

Linaker Primary School recognises that children sometimes display abusive behaviour each other and that such incidents or allegations must be referred on for appropriate

support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Safeguarding/Child protection policy for further details.

c) Interventions

If one or more children is struggling with inappropriate behaviour our Learning Mentors will work to support the struggling child in developing personal awareness, social and self-management skills. This support will be part of a Pastoral Support Plan and be monitored over a set period of time.

d) Exclusion

The Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

e) Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular “Use of Reasonable Force-Advice for Headteacher, Staff and Governing Bodies.” Teachers at Linaker Primary School never use force as a punishment for bad behaviour. They may however, intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take under these circumstances are in line with government guidelines on the restraint of children. We have staff members trained in Safer Handling approaches which focuses on de-escalation strategies and restoration.

f) Pupils with Special Educational Needs

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies as necessary.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer

(LADO). The LADO may then refer the matter to children’s social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who

made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion
-

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Restorative Thinking

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Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult or to use the toilet.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes. They need to make sure that behaviour is dealt with appropriately. Children can be asked to stand next to the teacher on duty for time-out or if behaviour continues they can be asked to stay with an adult for the rest of breaktime. Children should never be sent in on their own. If a child is upset or struggling during playtime they can go to the SNUG and talk to Vanessa. The teacher outside is also responsible for blowing the whistle promptly and supervising children entering the building so that lessons can begin on time. They must not leave the yard **under any circumstances** until all classes have gone in. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime supervisors are able to award stickers for good behaviour in the dinner hall and

on the yard. Lunchtime supervisors are also required to keep a written log of any significant incidents of behaviour on a 'Lunchtime Behaviour Log'. These should be passed to the class teacher at the end of lunch. Lunchtime Supervisors will also liaise with the Deputy Head and Head of School when children are causing concern because of regular misbehaviour or about serious incidents.

Persistent misbehaviour may result in a pupil being excluded from the playground at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well supervised and may use Year 6 children to help.

Dining Hall Rules

- 1) We line up calmly
- 2) We listen to others
- 3) We speak quietly to our friends

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils

may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, the phone must be handed to the teacher upon

entering school. It will remain locked away in the school office until the end of the day.

Banned Items

As per standard school guidance, certain items will not be permitted. A search can be carried out if it is believed that a pupil has brought any banned item onto school premises.

These are:

- Any harmful weapon
- Drugs

Behaviour Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies and with

- LP Anti-Bullying Policy,
- PHSE policy

- SEND policy
- Equal Opportunities policy
- Teaching and Learning policy

This policy will be reviewed in Autumn Term 2024 by the school community and Governing Body of Linaker Primary School.

Pastoral Support Plan

Name:

Class:

Date:

Let's talk about strengths:

What are you good at/enthusiastic about? Which people do you like best at school? (Adults and children)

Let's talk about concerns:

What are the barriers to you being happy and learning in school? What are the triggers for this? What would we see in your behaviour? How long would it last?

Let's talk about strategies and support in place:

What happens when the things we have just talked about come up? What is in place to prevent this? What is working?

Let's talk about what we would like to happen:

What is our target? How will we know things are improving - what do we want to see?

A Pastoral Support Plan can include support around behaviour, mental health / emotional wellbeing and family support.

The next section takes the information we have just discussed to create a plan to show how we can work together as school, pupil and family/carers.

We will agree when to review the plan as well as giving you key contacts to help us to communicate effectively.



Pastoral Support Plan - how we will work together:

Name:

Class:

Date:

Key contacts:

Vanessa Fletcher (Mentor) - vanessa.fletcher@linaker.org.uk / 01704 532343 / 07944 678302

| Summary | | |
|---|--------|-------------------|
| Concern / triggers: | | |
| Aim: | | |
| Key adult(s): | | |
| School: e.g. daily management strategies/support for pupil and parent(s)/carer(s) | Pupil: | Parent/carers(s): |
| | | |

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Signed: (parent/carer)
Signed: (parent/carer)
Signed: (pupil)
Signed: (teacher)
Signed: (mentor)

When will we meet to review how things are going? Date: