

# Ling Bob J I & N School

Leading Inspiring Nurturing Guiding – Bringing Out the Best

## Behaviour Policy

The Policy should be read in conjunction with the Anti-Bullying Policy and Care & Control Policies

### Review and ownership

The Behaviour and Discipline Policy has been written by Ling Bob J, I & N School.

The policy has been reviewed and agreed by the senior leadership team and approved by governors.

The policy will be reviewed every two years.

Title	Ling Bob J, I & N School – Behaviour and Discipline Policy
Version	1.7
Date	July 2019
Author	Deputy Head
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Approved by governing body	10 July 2019
Next review date	July 2021

Modification history			
Version	Date	Description	Revision author
1.0	Nov 2011	Original version	Deputy Headteacher (DB)
1.1	08/06/15	Review – June 2015	School Business Manager/ Headteacher (PS) Deputy Headteacher (DB)
1.2	October 15	Review – Oct 2015	Pastoral Team Leader/ School Business Manager
1.3	May 16	Review re safeguarding update – May 2016	Pastoral Team Leader/ School Business Manager
1.4	Oct 17	No changes	School Business Manager
1.5	January 2018	Complete Rewrite	Deputy Headteacher (JB)
1.6	January 2019	No changes	Deputy Headteacher (JB)
1.7	July 2019	Review	Deputy Headteacher (JB)

'The school is a calm and welcoming place where pupils conduct themselves well inside and outside the classroom.' (OFSTED 2017)

At Ling Bob we understand that, in order for all of our children to do well, there must be good behaviour at all times. Children and adults have a right to expect standards of behaviour and discipline which allow good teaching and learning take place. Everyone has a right to work and learn in happy and secure environment, regardless of race, gender, disability or sexual orientation.

### Aims

- Standards and expectations of behaviour are high and consistently reinforced by ALL adults working in school
- Agreed systems are in place and understood for reinforcing desirable behaviour and dealing with unacceptable behaviour
- Children and adults are aware of appropriate standards of behaviour and what is not acceptable, including bullying and know what the rewards and sanctions are for good and bad behaviour
- Children and parents are aware of the likely responses to unacceptable behaviour
- Bullying incident are dealt with swiftly, supporting victims and taking appropriate action against the perpetrators. Parents of all children involved in a bullying incident will be informed
- All staff are aware of factors which can affect behaviour

### Guidelines

In school there is a calm industrious atmosphere with children on task speaking quietly, and moving around appropriately, particularly on the corridors. Classrooms and corridors are orderly, with equipment well looked after and where children play an important part in the tidying and organisation of their room. This reflects on the children's attitude and behaviour. Positive behaviour is acknowledged through an agreed system of rewards.

Children are encouraged to develop self discipline and take personal responsibility for their actions. They are encouraged to respect property and act considerately to all living things. Unacceptable behaviour is challenged by staff and dealt with immediately using restorative practice techniques. Children are given an opportunity to explain and are dealt with consistently but fairly.

REMEMBER:- As adults we model the behaviour we expect from children. We NEVER use shouting as a punishment in school.

## Rewards - Successful Learning

At Ling Bob we follow the Successful Learning approach. Pupils track their own behaviour using Pupil Profiles which are shared with parents regularly.

Some of the rewards given as a result of positive behaviour are;

- Class Superstar
- Certificates in the weekly achievement assembly (inc. parents)
- End of term BLINGO events
- Half-termly trips/events/prizes
- Golden tickets awarded at lunchtime (inc. golden ticket breakfast)
- House Points - trophy awarded at the end of a term

## Inappropriate Behaviour

Incidents of inappropriate behaviour are rare. In the event of such behaviour the following consequences are implemented;

- Moved through the traffic light system (see Appendix 2 and 3)
- Red book - for extreme behaviour
- Parents are informed at an early stage so that they have a clear picture of how they can support school
- Room For Improvement (RFI) for behaviour deemed inappropriate at playtimes
- Individual Behaviour Plans (IBP)
- Internal Isolation
- Positive handling techniques - the use of de-escalation strategies
- Exclusion (fixed term)
- In very rare instances, some children may need to be physically restrained and restraining procedures (Appendix 1) will be followed where appropriate
- A managed move may be appropriate where parents could be asked to consider a move to another school to give the child a 'fresh start'

(All staff at Ling Bob have been trained in positive handling techniques)

For children who do not respond to the traffic light system, there may be additional factors which make progress difficult. Just as we would differentiate the curriculum for a pupil with a learning difficulty, we differentiate our approach for children with Social, Emotional and Mental Health difficulty (SEMH). This may involve setting and monitoring personalised targets/outcomes, usually in the form of a IBP. The school also has an alternative provision; Developing Education through Nurture (DEN). Pupils throughout the school, may be identified for this provision, due to their social and emotional needs. They would therefore access the DEN at different times within the

school day. This provision is managed by two very skilled practitioners. With parental consent, it may be appropriate to seek support from CAHMS, Early Intervention Team, Educational Psychology or family support.

### Reporting

All school staff have a responsibility for children's welfare and a duty of care to report any concerns. In school we have a reporting and monitoring system called CPOMS (Child Protection Online Monitoring Service). Every member of teaching and non teaching staff have access to this. Any issue that arises which is cause for concern is reported through CPOMS. All new staff are trained to use CPOMS. All incidents logged on CPOMS are shared with the Pastoral Care Team who will action and report back to the member of staff that has reported.

### Bullying

Bullying is unacceptable behaviour and is challenged and dealt with appropriately at Ling Bob. Bullying can be in different forms and carried out by a single person or group. It is behaviour that is repeated several times and on purpose.

Types of bullying:

- Emotional (excluding, tormenting, threatening behaviour, being unfriendly)
- Verbal (name calling, spreading rumours, teasing)
- Physical (pushing, kicking, spitting, punching)
- Cyber (writing unkind things by text, email or elsewhere online)
- Racist (taunting, graffiti or gestures that cause offense due to the colour of someone's skin)

The signs of bullying may be:

- Physical (unexplained bruises, scratches, cuts, missing items, damaged clothes or schoolwork, loss of appetite, stomach ache, headache, bedwetting)
- Emotional (losing interest in school, withdrawn, secretive, unusual temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression)
- Behavioural (asking to be taken to school, taking longer to come home, asking for more money, changes in route to school, sudden changes in behaviour and mood, concentration difficulties)

We PREVENT bullying by:

- Encouraging the caring and nurturing side of children
- Promoting and caring, co-operative ethos (restorative approach)

- Discussing the importance of making friends and friendships
- Providing adequate supervision in the playground
- All children to part in anti-bullying assemblies and friendship week

### Exclusions

In instances of very serious behaviours, the Head teacher may choose to exclude a child for a given period of time or permanently. Shorter term exclusions will be reported to the governing body. In the rare case of a permanent exclusion, the Head teacher will follow DfE guidelines. Parental rights are explained within the exclusion guidance from the DfE. A pupil may be excluded permanently if any of the 'Red' behaviours (see appendix 3) occur over a period of time or dependent of the severity of the incident.

The Head teacher has the right to permanent exclude a pupil if;

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

## Appendix 1

PROCEDURE FOR USING PHYSICAL INTERVENTION		
	Action	Staff
Step 11	<ul style="list-style-type: none"> <li>• Inform parents of the incident and restraint and the action taken</li> <li>• Appropriate sanctions will be put in place (exclusions/internal isolation)</li> <li>• A restorative justice meeting will take place before the child returns to class</li> </ul>	Head teacher Deputy Head teacher(s)
Step 10	<ul style="list-style-type: none"> <li>• The Head teacher/Deputy Head teacher will speak with the perpetrator and make the decision on what sanction to apply (this may not be immediately after the incident)</li> </ul>	Head teacher Deputy Head teacher(s)
Step 9	<ul style="list-style-type: none"> <li>• Depending on the severity of the case, the child may be sent home and parents will be contacted to come and collect the child</li> </ul>	Head teacher Deputy Head teacher(s)
Step 8	<ul style="list-style-type: none"> <li>• The Head teacher/Deputy Head teacher(s) is informed verbally following the restraint</li> <li>• The Positive Handling form will be completed by the staff who carried out the restraint</li> <li>• All restraints will be uploaded to CPOMS by the Head teacher/Deputy Head teacher(s)</li> <li>• Parents are informed on the same day of the restraint</li> </ul>	Staff involved in restraint Head teacher Deputy Head teacher(s)
Step 7	<ul style="list-style-type: none"> <li>• Support offered to all staff involved</li> </ul>	Head teacher Deputy Head teacher(s)
Step 6	<ul style="list-style-type: none"> <li>• Inform Head teacher or another senior member of staff</li> </ul>	Immediate staff & staff involved in restraint
Step 5	<ul style="list-style-type: none"> <li>• As soon as the situation de-escalates release the restraint but remain near the individual</li> <li>• Offer cool down support (removal of jumper, drink etc..)</li> </ul>	Immediate staff
Step 4	<ul style="list-style-type: none"> <li>• Use the minimum amount of force required for the situation using appropriate Team Teach techniques</li> <li>• Make it clear to the child that the hold will be released as soon as the child is calm and safe</li> <li>• Only release from the restraint if it is safe to do so, not because the child demands it</li> <li>• Explain that all staff are doing this to keep them safe and to protect themselves</li> </ul>	Immediate staff

<b>Step 3</b>	<ul style="list-style-type: none"> <li>• Attempt to diffuse the situation verbally and prevent it from escalating, if it is safe to do so</li> </ul>	Immediate staff
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Call for assistance if required</li> </ul>	Immediate staff
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Tell the pupil what they should be doing (preferred behaviour). Give clear expectations and tell them what will happen if they continue with un-wanted behaviour</li> <li>• Try de-escalation techniques such as humour, re-direction, distraction etc...</li> <li>• Consider whether physical intervention is necessary or whether the incident could be dealt with by using other strategies</li> </ul>	Immediate staff

ALL PHYSICAL INTERVENTION SHOULD BE RECORDED ON CPOMS (data system) and the Head teacher or Deputy Head teacher(s) should be notified.

## TRAFFIC LIGHTS

EVERYONE STARTS AT THE BOTTOM OF  
GREEN FOR EACH DAY

VERBAL REMINDER OF EXPECTED  
BEHAVIOUR

1<sup>ST</sup> WARNING = MOVE TO THE TOP OF  
GREEN

2<sup>ND</sup> WARNING = MOVE TO AMBER

3<sup>RD</sup> WARNING = MOVE TO RED



**PLEASE NOTE THE TRAFFIC LIGHT SYSTEM IS FOR CLASS BASED STAFF ONLY – LUNCHTIME STAFF WILL REPORT INCIDENTS TO CLASS BASED STAFF AND CHILDREN'S NAMES WILL BE MOVED WHERE APPROPRIATE**



## Appendix 3

<b>Red Behaviours</b>
<p><b>Sexualised behaviour</b> <b>Spitting at people</b> <b>Racist remarks</b> <b>Physical assault/violence</b> <b>Intimidating/threatening</b> <b>Bullying</b> <b>Running out of school</b> <b>Repeated stealing</b> <b>Fighting</b> <b>Swearing</b> <b>Inappropriate use of ICT</b> <b>False allegations against a member of staff/other pupil</b></p>
<b>Amber Behaviours</b>
<p>Hurting people on purpose Shouting at others Throwing things at someone Destroying someone else's work Refusal to work/follow instructions Name calling/personal insults Disrespectful Lying or blaming others Being rude Continual answering back</p>
<b>Top of Green Behaviours</b>
<p><b>Not working/copying</b> <b>Calling out/interrupting</b> <b>Ignoring</b> <b>Different behaviours for different adults</b> <b>Attention seeking</b> <b>Distracting others</b> <b>Sitting inappropriately</b> <b>Running in school</b> <b>Pushing others</b> <b>Talking when should be listening in class</b></p>