

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



**Achieving Good Behaviour
Policy**

March 2022 – May 2025

Achieving Good Behaviour Policy

At Lingey House Primary school we believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Introduction

- Good behaviour within school is essential if children are to feel safe.
- Good behaviour in school is essential so that children can achieve their full potential.
- We encourage a positive atmosphere based on rewards and clear, fair sanctions. Children are encouraged to resolve their differences through negotiation and discussion.
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves.
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance.

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important, and all pupils and staff need to know exactly what is expected of them.

Achieving good behaviour for all pupils is the shared responsibility of all adults working within the school and relies on seven key principles...

1. A consistent and positive approach by all school staff
2. Good classroom management, learning and teaching
3. A range of clear, age appropriate, rewards
4. A range of sanctions which follow a progressive sequence
5. Regular teaching of behaviour strategies and of what good behaviour is.
6. Effective organisation of the school day and its facilities to take account of behaviour issues
7. Promoting good attendance and punctuality for all

Achieving good behaviour throughout the school is based on three RIGHTS which apply to everybody – staff, visitors and pupils:

Aims

We aim to:

1. Help pupils develop lively, enquiring minds and for children to value themselves.
2. For each child to develop a sense of self-respect and the capacity to live as an independent, self-disciplined and self-motivated person.
3. To encourage children to work cooperatively
4. For children to develop knowledge and skills.
5. For children to understand and embrace all differences in cultures, religions and lifestyles.

6. To provide a rich and relevant curriculum for all.
7. To foster a sense of belonging to a community.

Rewards:

The emphasis in our school is on recognising and encouraging positive behaviour in order to reinforce and encourage further good behaviour.

All staff praise and reward positive behaviour by:

- Giving verbal praise
- The feature in the Headteachers newsletter
- Giving stars, stickers and smiley faces
- Awarding Certificates
- Putting name in weekly Good Book
- Stamp – Achievement Cards
- Books for other awards as applicable
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As well as these rewards we also operate a house points system in school. The children are split into six houses and every week they can earn rewards for their house to earn rewards at the end of every half term. To earn tokens, they can:

- Complete homework on time
- Read regularly at home
- Learn their spellings every week
- Have good attendance and be punctual

Each phase group within the school has adapted the above approaches to praise and reward in order to create an individual reward system which best suits the age and needs of the children within that phase.

At times rewards might vary in order to maximise effect and motivation for good behaviour.

Sanctions:

An essential part of our behaviour management lies in the fact that all pupils know what sanctions will be imposed for unacceptable or inappropriate behaviour.

The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour

Using the right level of sanction:

In our school, applying consistent and fair sanctions is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs.

The following two tables are used to inform the level of sanction given.

Behaviour level	Examples
1. Low level negative behaviour	Fidgeting / fiddling, shouting out, failing to keep on task, leaving desks, Unkind remarks, Time wasting, Running in corridors, Pushing in line.
2. More serious negative behaviours	Threatening / Aggressive behaviour, refusal to co-operate, Disregard for authority,
3. The most serious types of negative behaviour.	Any form of discrimination - Racism, sexual, ethnic, Focused Bullying, Any violent behaviour with intent to hurt another person. Bringing a weapon onto the school premises.

Sanction Steps

STEPS	Behaviour	Action to be taken
1	level 1 behaviour	<ul style="list-style-type: none"> Verbal warning given
2	If level one behaviour continues:	<ul style="list-style-type: none"> Verbal warning Child's name recorded on conduct sheet Appropriate sanction which may include missing a playtime.
3	If no improvement in behaviour: Step 2 Or Isolated occurrence of level 2 behaviours	<ul style="list-style-type: none"> Child removed from current setting and asked to work in different area of the classroom or partner classroom. In addition to class work the child is asked to reflect on behaviour. A brief written record of incident and copy given to HT or DHT
4	Repetitive occurrence of level 2 behaviours.	<ul style="list-style-type: none"> Continued use of sanctions within Step 3. Referral to (Phase Leader.) Parental involvement. Monitored carefully
5	First instance of level 3 behaviours.	<ul style="list-style-type: none"> Direct referral to HT or DHT. A brief written record of incident and copy given to HT or DHT Parental involvement. Incident of discrimination logged in accordance with LA/ National policies and legislation. Outside agencies may be involved Potential for short term exclusion

Exclusions

- Exclusion guidance is based upon current Gateshead LA and DFE guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LEA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter within one school day.
- Detailed records of incidents are kept on CPOMS and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.

- Verbal abuse.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour.
 - Bullying.
 - Racist or homophobic abuse.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
 - If a pupil is at risk from permanent exclusion a pastoral support programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence.

Support agencies can be asked to contribute help, e.g.,

- The Educational Welfare Officer
- The Social Services Department may shed light on some difficulties being faced with the family background.
- The Behaviour Support Service.
- Educational Psychologist.

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised.

As a last resort, the pupils may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

COVID 19

Please See attached Appendix 1 – Behaviour Management During the Corona Virus (COVID 19)

Date: March 2022

Review: September 2025

Approved by Full Governing Board on 16 March 2022

Appendix 1

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance

- 2.1. Attendance was mandatory for all pupils from September 2020.
- 2.2. The attendance register is taken as usual.
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.
- 2.8. In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

3. Arrival and departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

- 4.1. The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Full Opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- 4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 4.7. Pupils are expected to dispose of tissues using the litter bins provided.

- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 4.11. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.14. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

5. Social distancing

General

- 5.1. Pupils adhere to the social distancing measures put in place by the school.
- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets and they are respectful and patient towards their peers.
- 5.3. Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain within their assigned bubbles.
- 5.4. Pupils will sit in rows in class facing forward so they are not face to face with their peers.
- 5.5. Outside pupils are expected to keep their distance from one another as best they can.
- 5.6. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.7. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.8. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

- 5.9. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the dining hall

- 5.10. The school expects pupils to respect the health and safety of catering and lunch time staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 5.11. Pupils are allocated specific time to use the dining hall to help adhere to social distancing rules. Pupils do not enter the dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

- 5.12. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.13. Pupils are expected to remain as far as is practicable from others.
- 5.14. The school does not permit close-contact sports, play or activities at this time.
- 5.15. Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, will not be allowed to participate. Parents of these pupils will be contacted to discuss next steps.

During collective worship

- 5.16. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

6. Moving around the school

- 6.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 6.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 6.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 6.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

7. Ill health and infection

- 7.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 7.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated.

- 7.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 7.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

8. Breaktime and lunchtime arrangements

- 8.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

9. School uniform

- 9.1. The school expects all pupils to wear uniform while in school or PE kit on designated days.
- 9.2. Pupils should come to school with clean uniform every day.

10. Support for pupils

- 10.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- 10.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 10.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 10.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 10.5. The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 10.6. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 10.7. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 10.8. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

11. Rewards and discipline

- 11.1. Rewards and discipline are given in line with this policy, where practicable.
- 11.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 11.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 11.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

12. Exclusions

- 12.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 12.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 12.3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 12.4. Permanent exclusion is only be used as a last resort.
- 12.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 12.6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing board meets to discuss reinstatement within 15 school days.
- 12.7. Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.
- 12.8. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 12.9. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 12.10. If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

- 12.11. In the event that a remote access meeting is necessary, the governing board ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.
- 12.12. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.
- 12.13. Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.
- 12.14. Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.
- 12.15. Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:
- Clear instructions are provided about how to join the meeting
 - A named person is indicated to whom participants can address questions beforehand
 - The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run
- 12.16. The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.
- 12.17. The school will make every reasonable effort to avoid excluding any looked-after child.
- 12.18. Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.
- 12.19. Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

13. Close contact behavioural management

- 13.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.
- 13.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 13.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

14. Monitoring and review

- 14.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.
- 14.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- 14.3. This appendix is reviewed in reaction to any new government advice by the headteacher.
- 14.4. This policy is regularly reviewed in line with government guidelines. If there are any major changes governors will be made aware.
- 14.5. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.