

## Behaviour Policy (Primary)

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Date: **May 2022**

Review date: **May 2025**

## Introduction

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The Lime Trust Board is determined to make sure through this Behaviour Policy that its academies manage all aspects of behaviour to guarantee a positive working environment at all times, in which pupils feel safe, valued and respected. We firmly believe that good discipline is essential for good education and therefore take a zero tolerance approach to behaviour which is disruptive or anti-social. Local Governing Bodies will support actions by staff on all occasions to manage behaviour through the sanctions set out within this policy, including exclusion where necessary. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (2014) and "Exclusion from maintained school, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion" (2012)

The Lime Trust firmly believes that all children deserve every opportunity to learn in an encouraging, safe environment. They have very high expectations of behaviour which has resulted in a school environment that is very calm, productive and positive. There is an expectation that all parents will support the school in maintaining this high standard.

## Aims and objectives

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To ensure consistency of approach

To ensure that all staff, children and parents/carers know the school's expectations of behaviour

To ensure that all staff, children and parents/carers are clear about procedures for promoting positive behaviour and sanctioning poor behaviour

To promote behaviour that is conducive to learning

## Equal Opportunities

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The Lime Trust expects every member of the community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way. All children will be treated equally regardless of need. This policy promotes equality for all and aims to eradicate extremist views.

## The Lime Trust Ethos and Values

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The Lime Trust ethos is one of inclusion and celebration. We believe that all members of the school community are;

To be included, valued and safe

To be creative, inspired and challenged

To take responsibility for our own learning and development

To have effective working partnerships with others

Lime Trust and all its schools are values led school. Our values encourage all stakeholders to display the behaviours expected of our school community.

We believe that the following values are what make us who we are and as a result we expect all pupils, parents, staff and governors to live by them.

Respect  
Enjoyment  
Self-worth  
Partnership  
Equality  
Courage  
Trust

Our policies and procedures along with daily systems and structures reflect our strong ethos of 'no harm to others'.

Staff actively seek opportunities to praise and reward children for displaying these values. These values are discussed in assemblies and are clearly visible on displays.

Within The Lime Trust we;

Are always positive when speaking to each other

Do not raise our voices

Always looks for a solution rather than a problem

Ensure that children are given behavioural reminders and opportunities to make appropriate choices

Have a clear line of responsibility – Class teacher, Head of Year, Lead Practitioner, Assistant Headteacher, Deputy Headteacher, Headteacher

Adopt a 'walk and whisper' approach to travelling around the school. This is to ensure that all pupils and adults are moving around the school in a safe, sensible and orderly manner, ensuring maximum safety at all times as well as maintaining an excellent environment for learning

Do not accept any form of harm to others or extremist views

Strategies for Promoting Positive Behaviour

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#### 1) Golden rules

These have been developed by the school council. They are to be displayed in every room and around the premises, and reinforced by all staff. Children are expected to follow the rules at all times. All staff are expected to remind all children, regardless of what class they are in, to follow the rules and should comment positively when they are being followed. The rules are:

*Treat everyone with respect and kindness  
Listen to adults and follow their instructions  
Look after our resources and equipment  
Keep our hands to ourselves  
Walk and whisper*

Praise is the most effective strategy in promoting good behaviour, self-discipline, displaying the school values and showing respect to others. Praise should be freely given and specific – e.g. "That piece of work is wonderful because you have tried really hard to improve your handwriting." Praise should be evident in the following forms:

#### 2) Positive reinforcement and rewards.

The focus should always be on praise. Praise should be specific and explain exactly what the behaviour is that you are referring to. Praise should also be related to the golden rules and values. Rewards vary between key stages, but the same elements exist across the school

- a) The use of Dojos, which when a certain amount are achieved, triggers a certificate or prize
- b) An immediate reward, such as the chance box or a celebration sticker
- c) A whole class system appropriate for the age of the children, to achieve a class reward (eg a marble jar or tally chart) For a child to participate in a whole class reward they must have contributed towards earning it. This may mean that some children do not take part.
- d) Verbal or written praise e.g. feedback of the learning
- e) Achievement certificates presented during weekly assemblies
- f) Referring a child to another adult/SLT to share their work
- g) Sharing positive messages about behaviour and learning with parents/carers through phone calls, informal meetings and by sending our Lime Trust postcards home.

Prizes do not have to be objects, and can include e.g. extra playtime and ipad time.

## Dojos

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Every class uses 'Dojos', which is an online reward system. This system allows teachers to give points to individuals, groups and whole classes for displaying effective behaviour for learning, a high standard of work or good discipline. When awarding dojo points, staff should praise the child and link this to the particular value/golden rule that the child is displaying. In addition, children in the Early Years Foundation Stage will be rewarded Dojos for; displaying the school's values/golden rules, sitting on the carpet, tidying up, being on task and completing tasks that encourage independence. When children reaches 50 dojos, they will receive a certificate to acknowledge this achievement. If a child reaches 100 dojos, their name will be recorded and they will participate in an award with all the other winning children that term. Ideas such as: movie and popcorn afternoon or trip to local dessert café. Each term, the dojo amounts return to zero.

It is important to note that Dojos are never taken away as they should promote self-esteem and positively reinforce good behaviour.

To maintain the value of Dojo points, only one point should be awarded at any one time except in exceptional cases for exceptional behaviour and awarded by SLT.

## Sanctions

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The traffic light system continues with the following adjustments

- a) The option at the teacher's discretion to move up the lights as well as down following a significant (for the individual child) period of good behaviour
- b) The option of silver and gold at the top to give the well behaved children something to aim for rather than just staying on green. When a child reaches 'gold' on the traffic light system during lesson time, this equals a dojo point (see dojos above).

If a child is disruptive in a lesson, they may be sent to the year group leader for time out. If this is not effective, they can be sent to another year group leader in the school, either older or younger. If there is no adult available to escort the child, a call must be made to the receiving teacher to inform them a child is on their way. If the child does not arrive, the receiving teacher must inform SLT. Children can miss part of playtime or lunchtime at the teachers discretion (please note however that no child should be left unattended in classroom at any time; if staff need to leave the room, another member of staff will need to be found to supervise).

In order to ensure a consistent approach, the following sanctions should be used.

Stage 1 – Verbal reminder (in some cases, more than one verbal reminder may be given – teacher discretion depending on situation and individual child)

Stage 2 – Name moved on the traffic light system within each class (from green to orange)

Stage 3 – Name moved on the traffic light system (from orange to red). Loss of 2 minutes of play time, to be spent with the class teacher or Head of year. This is reflection time.

Stage 4 – Loss of 5 minutes of play time, to be spent with the class teacher or Head of year. This is reflection time.

Stage 5 – Time out of class with Head of Year with work to complete (record to be kept)

Stage 6 – Behaviour expectations letter to be shared with the parents/carers and pupil.

Stage 7– SLT involvement with parents with the possibility of lunch time, internal fixed term, external fixed term or permanent exclusion. A child who has regularly had time out of class, received several behaviour letters and in some instances exclusions, may be placed on a learning report. This report will be shared with SLT and parents daily.

In some instances a child may need to miss some of their play time in order to complete work to an acceptable standard if this has not been done in the lesson. When making such considerations, teachers will use their judgement of what the child is usually able to do in the time given and will organise appropriate supervision.

A traffic light system should be displayed within each classroom, with stages 2 to 4 visible to children. Teachers use their judgement to place names on a warning and move down the sanction list if negative behaviour continues.

It is important that children are given a clean slate after each break time in order to give them the opportunity to display positive behaviours. Pupils are also able to turn their behaviour around and have their sanction revoked. There is always opportunity for change.

Certain behaviours warrant an immediate 'drop down' to stages 5-7. These include:

- Wilful harm of another person  
(physical or verbal)
- Inappropriate language
- Racist or homophobic incidents
- Overtly refusing to comply with staff
- Bullying
- Theft
- Vandalism

This is not an exhaustive list and there may be other situations where it is deemed necessary to involve members of the leadership team.

Please refer to our Anti-Bullying Strategy for further information about how we respond to incidents or allegations of bullying.

The golden rules are shared with parents at the start of the school year and are on the school's website. Every opportunity should be taken to feed back when behaviour has been good, particularly where this is needed to balance reporting poor behaviour. Daily Learning reports can be used to maintain ongoing communication with parents, and should be focused on positive comments.

Where poor behaviour has occurred, there is a sliding scale of communications, as follows

- a) For most incidents, the class teacher is best placed to contact parents by talking to them discretely at the end of the day, or calling them.
- b) Where an incident is more serious or is a repeated pattern, year group leaders will assist with phone calls and accompany the class teacher in meetings
- c) Where particularly serious incidents occur or following the breakdown of communication with the class teacher and year group leader, SLT will be involved

### 1) Expectations of staff

As for safeguarding, behaviour management is everybody's responsibility. All staff are expected to address poor behaviour and praise good behaviour, whenever they see it. All incidents and communications should be logged on CPOMS. Staff should use assemblies and other learning opportunities to reinforce the school values and expectations.

### 2) Moving around the school.

Children are expected to walk on the left at all times. Children are expected to 'walk and whisper'. Staff are expected to stagger their class's journey around the school, by stopping frequently to check all children are walking quietly and sensibly. All staff should comment on other classes movement around the school (ideally positively) to reinforce what is expected.

### 3) Start and end of playtime, lunchtime, the school day.

It is essential that all transitions are on time. Staff should be outside at least one minute before the end of break/lunch in order to assist with lining up. If there are delays and children have to wait, there will be a negative impact on behaviour which could easily be avoided.

## Exclusion

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The decision to exclude a pupil will be made in the following instances:

Following a serious breach or persistent breaches of the school's behaviour systems

In instances where allowing a pupil to remain in school could seriously harm the education or welfare of pupils and others in school

Exclusions could be for a fixed term period e.g. 2 days or permanent. The school may also decide to exclude a pupil internally or to exclude them from lunchtimes if necessary.

The Lime Trust follows 'The National Standard List of Reasons for Exclusion' (see Appendix 1)

Incidents are investigated and decisions to exclude are made by the Head Teacher (or Deputy Headteacher when deputising for the Headteacher) based on the evidence and the balance of probability.

Where a decision is made to exclude a pupil, parents will be notified of the period of the exclusion and the reasons for it.

When a child returns to school from exclusion, a 'return to school' meeting will take place on their first morning back, with the child, parent and a member of the senior leadership team present.

## Appeals

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Parents have the right to appeal to the governing body when a decision to exclude is made. The governing body must consider any representations made by parents but does not have the power to overturn the Headteacher's decision unless the exclusion is for longer than 5 days.

The governing body must convene a meeting, in response to an appeal, to consider reinstatement in the following situations:

When the exclusion will result in the pupil missing a public examination

When the exclusion is permanent

When the exclusion takes the child's total number of days of exclusion in a term to above 15

(See Appendix 2 for a summary of the governing body's duties to review the head teacher's exclusion decision)

## Behaviour Beyond the School Gates

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The Headteacher may sanction a pupil for their behaviour beyond the school gates in situations where:

- The pupil is taking part in an organised school trip or activity
- The pupil is travelling to or from school
- The pupil is wearing their uniform

Misbehaviour at any time outside of school hours will be sanctioned (including exclusion where necessary) if it:

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Could have repercussions for the orderly running of the school

Incidents of misbehaviour including bullying and cyber-bullying, which take place outside the school gates will be fully investigated and appropriate sanctions will be taken.

## Physical Restraint

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Wherever possible, it is school policy not to physically restrain pupils, however the school reserves the right and takes responsibility for any pupil at risk of self-harm or harming others.

## Partnership

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Staff, pupils and parents are expected to work in partnership to ensure a good level of behaviour for learning and so that our children become reflective individuals with high self-esteem and a sense of belonging. We aim that all of our children are solution focused, critical thinkers and that we give them the tools to deal with situations.. This message is also given to parents at our 'Meet the Teacher' events at the beginning of the autumn term. The school will inform parents of any concerns as quickly as possible so that a child's behaviour can return to an appropriate level.

Where necessary, outside agencies such as the Pupil Referral Unit (PRU), Educational Psychologists, Child and Family Consultation Services (CFCS), Child and Adolescent Mental Health Services (CAMHS) will work in partnership with the school and the family. This will be a multi-agency approach.

We expect parents to behave in a fair and reasonable manner towards all school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously and may be referred to the police for further action.

## Pupils with SEND

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Where appropriate, for children with SEND, individualised strategies and approaches may be used to support children with additional behavioural needs in line with the SEN Code of Practice and the Equality Act 2010. The academy will work collaboratively with parents and carers of children with SEND, and external agencies when necessary, to discuss appropriate approaches and review these regularly. Please refer to the SEND information report for further guidance.

### **NATIONAL STANDARD LIST OF REASONS FOR EXCLUSION**

The DfE has produced a national standard list of reasons to be used when reporting exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

#### **Physical assault against pupil includes:**

- fighting
- violent behaviour
- wounding
- obstruction and jostling

#### **Physical assault against adult includes:**

- violent behaviour
- wounding
- obstruction and jostling

#### **Verbal abuse/threatening behaviour against pupil includes:**

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

#### **Verbal abuse/threatening behaviour against adult includes:**

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

#### **Bullying includes:**

- Verbal
- Physical
- physical
- homophobic bullying
- racist bullying

#### **Racist abuse includes:**

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

**Sexual misconduct includes:**

sexual abuse  
sexual assault  
sexual harassment  
lewd behaviour  
sexual bullying  
sexual graffiti

**Drug & Alcohol related includes:**

possession of illegal drugs  
inappropriate use of prescribed  
drugs drug dealing  
smoking  
alcohol abuse  
substance abuse

**Damage includes**

damage to school or personal property belonging to any member of the school community:  
vandalism  
arson  
graffiti

**Theft includes:**

stealing school property  
stealing personal property (pupil or adult)  
stealing from local shops on a school outing  
selling and dealing in stolen property

**Persistent disruptive behaviour includes:**

challenging behaviour  
disobedience  
persistent violation of school rules

**Other**

Includes incidents which are not covered by the categories above but this category should be used sparingly.

## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision

