



## **A relationship-based behaviour regulation policy**

**September 2024 (annual review timescale)**

**“Connect before Correct”**

### **1. Introduction**

At Lambley, we value and nurture every child as an individual; as someone whose uniqueness, interests and passions are supported and celebrated. We are a family who learn together, care for one another and make the most of every opportunity. Through our positive attitude, our growing confidence and determination to do our best, all children thrive and are ready to make their mark on the world. We are proud to say that when children leave us, they are ready for ‘Life beyond Lambley’.

We want our children to grow socially, emotionally, morally, culturally and academically and become responsible, caring and successful members of society. We believe that children learn best when they are engaged in their learning, clear about what to do and consistently encouraged and supported to do it.

To achieve a happy and safe environment, we set high standards, clear guidelines, adopt an overall ethos of good behaviour and apply rules fairly and consistently.

We believe that having high expectations, being good role models, applying rules fairly and consistently and rewarding pupils, enables us to promote positive behaviour. When consequences are needed, this policy gives general guidance on the expected procedures. It is important to note that specific needs of pupils are always taken into account and the procedures are not standard in each case.

Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour and develop reflective thinking, giving our children confidence to think for themselves and make sense of experiences, hopefully beyond school and into the ‘real world’.

We recognise in some cases a pupil may need additional support to manage their emotional regulation. In such cases, where identified, we will support the pupil appropriately through a range of strategies including, small group and/or 1:1 work focused on emotional literacy.

### **2. Aims**

- To develop a positive and caring environment where each individual is valued and respected.
- To create an environment that celebrates and focuses on the positive (understanding that positive behaviours promote further positive behaviours).
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop self-esteem in individuals.
- To create an environment/community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of pupils’ behaviour throughout the school.
- To develop a restorative approach to discipline and encourage pupils to co-operate with one another and adults, in all aspects of school life.

### 3. Principles

The school will

- Have a whole school approach to positive behaviour management through 'The Lambley Way';
- Involve pupils in the creation and annual review of its code of conduct;
- Support pupils in developing positive attitudes to learning;
- Have high expectations of behaviour from all pupils;
- Set good examples to pupils in the way adults treat them and other adults;
- Set good habits early with high expectation of cooperative behaviour from the start;
- Provide an environment conducive for a positive climate for learning;
- Ensure procedures are in place to minimise uncertainty and disruption in lessons;
- Intervene promptly where there is unacceptable behaviour so it is clear that it will not be tolerated;
- Involve parents in the process by communicating policy and expectations and ensure their support through a home-school agreement;
- Create a positive partnership with parents/carers to encourage their support when dealing with the difficult issue of unacceptable behaviour;
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly, rewards etc;
- Support positive behaviour management through circle time, assemblies, restorative justice and RSHE and PSHE activities;
- Attempt to identify and address any underlying causes of unacceptable behaviour;
- Deal discretely with unacceptable behaviour;
- Attention should focus on the behaviour not the child;
- Empower and support pupils to provide opportunities to put things right.

### 4. School Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Physical Intervention Policy
- Equality Policy
- Health and Safety Policy
- Child Protection Policy – including Contextual Safeguarding, linked to Keeping Children Safe in Education
- E-Safety Policy
- SEND Policy
- Relationships and Sex Education Policy
- Staff Handbook

### 5. Creating the Ethos

#### *5.1 Adults within the School*

Relationships are at the centre of all our provision to support and promote positive behaviours and attitudes to learning.

**All** adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence. Staff establish the boundaries and environment in which positive relationships can develop.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom as well as during out of school activities. These expectations are also reinforced in class or year group discussions as well as in key stage and whole school assemblies.

As adults we aim to:

- promote good behaviour through positive feedback and rewards (see section **6, Rewards**);
- emphasise the importance of being valued as an individual within the group;
- promote, through example, responsibility, equality, achievement, consideration and honesty;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- respect and celebrate differences;
- ensure fair treatment for all, having empathy for individual circumstances and/or need;
- show positive appreciation of the efforts and contributions of all.

When staff interact with children with respect to issues of discipline, we will:

- use a calm tone of voice;
- focus on the behaviour, not the child;
- avoid arguing with pupils (be non-confrontational);
- give recognition for positive behaviour, especially honesty, from the start;
- clearly state expectations to pupils;
- ensure consequences for undesired behaviour are fair, appropriate and commensurate with the cause (see section **6, Sanctions**).

## *5.2 Teaching and Learning*

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection, which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, put over so they are understood by the children, and adapted to meet the needs of children of different abilities.

Providing feedback to children on their progress and achievements acts as a signal that the children's efforts are valued.

## *5.3 Classroom Management*

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are

valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall, our classrooms provide a welcoming and inclusive environment.

#### *5.4 Pupil Involvement*

We believe that pupils are more likely to accept our code of conduct if it is clearly understood, consistently and fairly applied and effective. At the beginning of every year classes may create their own positively phrased guidelines for behaviour.

Pupils' views about behaviour will be sought out by Senior Leaders, class teachers and also via our head boy, head girl, deputy head boy and deputy head girl.

Good communication and a close partnership between school and home are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

Our Home School Agreement sets out expectations of the parents, school and pupils. This is shared with parents when children first join the school and then shared each year via the children's reading diaries. Parents are encouraged to share and discuss the contents of this with their children.

#### *5.6 Special Educational Needs and Disabilities*

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH (Social, Emotional, Mental Health) needs. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and adapted approaches. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly. Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

- Regulation time – access to a quiet area in or outside of the classroom with resources to support (eg: busy box, sensory/fidget toys, social stories, drawing pads).
- Self-withdrawal, specific 'safe' places (eg. tent, sensory room).
- Anger management interventions (eg: Five Point Scale).
- Support from in-school ELSA (Emotional Literacy Support Assistant).
- Support from external services (SEMH team, HFT (Healthy Family Team), Educational Psychology Service, Virtual School).
- Individual reward systems/charts.

- Short-term targets – written with the child to address a specific issue.
- Therapy-based activities with 1:1 support.
- An individual behaviour plan outlining details of support in place

It is also recognised that some pupils (e.g. adopted or looked after children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used, when incidents occur.

It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through confidential briefings/meetings).

Additional guidance and resources are available within appendices 6-9 of this policy.

## **6. Rules and Guidelines**

Class teachers are responsible for setting out and explaining the rules and guidelines particular to the classroom environment.

Rules and procedures should:

- be kept to a necessary minimum;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced.

There are, of course, many other rules that govern the daily life of the school – for example the system for the end of playtime, what to do if no-one is there to pick you up, where to line up for dinner, etc. These procedural rules are laid down in the Staff Handbook and are regularly brought to the pupils' attention. The document is updated and circulated annually to all staff.

## **Rewards**

The systems used in school are based overwhelmingly on positive reinforcement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Some are used throughout school and others are created by individual teachers to suit the needs of their classes/groups.

Rewards include:

- Verbal praise for pupils - individually and in groups, publicly and privately
- Written comments, stickers and stamps on work
- House Points & certificates
- Weekly Achievement Assemblies
- Whole school reflection board
- Class or group rewards – eg: house points, connect 4 grids
- Display of work in the classroom or public areas
- Pupils sharing successes with their class, their teacher, the Deputy or Head Teacher
- Certificates presented in assembly/class for curricular or extra-curricular activities

## **Sanctions**

Although rewards are central to the encouragement of good behaviour at Lambley Primary School, from time to time, children need to be reminded about behaviour. We believe that everyone in school needs to be completely clear that there will be consequences for inappropriate behaviour, and we employ a

variety of strategies to enforce the rules and expectations of the school – each appropriate to the individual situation. At each stage, adults speak to children about their behaviour, using age-appropriate language, trying to help them to build an understanding about behaviour that is appropriate at school.

The reporting and management of incidents should follow these stages, depending on the level of behaviour exhibited.

***The information below is intended as a guide to procedures for certain levels of behaviour. However, it is vital that each case is considered individually, and that the context of the behaviour and the child's age/maturity, needs and personal circumstances are fully taken into account when consequences are applied.***

### STAGE 1 - Low level behaviour

Examples of behaviour:	Dealt with by:	Actions:
<ul style="list-style-type: none"> <li><i>talking at inappropriate times</i></li> <li><i>disrupting others from learning</i></li> <li><i>initial refusal to follow instructions</i></li> <li><i>lack of respect for property</i></li> <li><i>'play' fighting</i></li> <li><i>isolated incidents of unkindness, rudeness or behaviour that does not align with our values</i></li> </ul>	Immediate staff member involved	<ul style="list-style-type: none"> <li>Give a reminder of our school's Values and the behaviour that is expected.</li> <li>Explain how this behaviour impacts others or reflects on our school community.</li> <li>Request that an apology is given (if appropriate).</li> <li>Give the child an opportunity to make the right choice (explaining what this is/could be, where required).</li> </ul> <p>No recording needed; not every indiscretion needs to be passed on to teachers as this can negatively affect a child's self-esteem and lead to more negative behaviours.</p>

### STAGE 2 - Medium level behaviour

Examples of behaviour:	Dealt with by:	Actions:
------------------------	----------------	----------

<ul style="list-style-type: none"> <li>• <i>repeated low-level behaviours or behaviours that do not align with our values</i></li> <li>• <i>use of inappropriate language</i></li> <li>• <i>more minor verbal or physical altercations</i></li> </ul>	<p>Immediate staff member involved, and information passed to the class teacher</p>	<p>Recording on our behaviour log to be considered (CPoms).</p> <ul style="list-style-type: none"> <li>• Give a second reminder of our values and the behaviour that is expected.</li> <li>• Explain how this behaviour impacts others or reflects on our school community.</li> <li>• Request that an apology is given (if appropriate).</li> </ul> <p>Appropriate sanctions at stage 2 could involve:</p> <ul style="list-style-type: none"> <li>• Asking a child to have another go at a task.</li> <li>• Moving to a different place in the classroom – possibly to be closer to an adult.</li> <li>• Being withdrawn from an activity for a set period of time.</li> <li>• Missing part of break time or to spend time with an adult on playground duty – to discuss the behaviour further (restorative conversation).</li> <li>• For repeated behaviours, a child may be placed on a behaviour report/chart with the class teacher or have a designated adult to check in with at playtime each day.</li> </ul> <p>(The sanction will vary depending on the nature of the behaviour.)</p> <p>Class teacher should inform parents of the behaviour, if it becomes repeated.</p> <p>The Headteacher, Deputy Headteacher, SENDCO or ELSA can be approached for advice and support if the behaviour is persistent.</p> <p>For younger children and children with SEND, it may be appropriate to introduce a social story to support their understanding of the behaviour.</p>
---	---	---

### STAGE 3 - Serious level behaviour

Examples of behaviour:	Dealt with by:	Actions taken:
------------------------	----------------	----------------

<ul style="list-style-type: none"> <li>• <i>physical aggression</i></li> <li>• <i>verbal aggression</i></li> <li>• <i>prejudice-based behaviour</i></li> <li>• <i>damage to property</i></li> <li>• <i>persistent rudeness or refusal to follow an instruction</i></li> <li>• <i>bullying</i></li> </ul>	<p>Senior leader or Headteacher</p>	<ul style="list-style-type: none"> <li>• Behaviour report created on CPOMS. (If physical restraint is required; behaviour is categorised as bullying and/or involves prejudice, relevant forms also need to be completed and uploaded.)</li> <li>• Senior leader or Headteacher discusses the school values with the child and explains the behaviour that is expected, discussing and sharing strategies that can help to prevent stage 3 behaviour from reoccurring (a child may need time/support to regulate prior to this step).</li> <li>• Class teacher, Senior Leader or headteacher to inform parents of the behaviour.</li> </ul> <p>Appropriate sanctions at stage 3 could involve:</p> <ul style="list-style-type: none"> <li>• Pupil to be withdrawn from an activity or miss their break and/or lunchtime to discuss the behaviour further and agree a resolution. This will vary, depending on the nature of the incident. (see appendix 8)</li> <li>• Pupil spends time considering how relationships can be repaired, and an appropriate apology can be made. This may involve creating something (e.g a picture or a card), where appropriate. (see appendix 8)</li> </ul> <p>If this stage is reached during break or lunchtime, adults involved will inform the class teacher/senior leader.</p> <p>Depending on the nature of the incident:</p> <ul style="list-style-type: none"> <li>• A child may be placed on a behaviour report with the class teacher or have a designated adult to check in with at playtime each day. This should include regular 'check-ins' with a phase or senior leader.</li> <li>• Behaviour targets may be set.</li> <li>• A behaviour plan may be created to outline strategies to improve a child's behaviour.</li> <li>• For younger children and children with SEND, it may be appropriate to introduce a social story to support their understanding of the behaviour.</li> </ul>
--	-------------------------------------	---

#### STAGE 4 - Extreme level behaviour

Examples of behaviour:	Dealt with by:	Actions taken:
------------------------	----------------	----------------



<ul style="list-style-type: none"> <li><i>persistent or serious verbal and/or physical aggression with intent</i></li> <li><i>child-on-child abuse</i></li> <li><i>threatening/dangerous behaviour</i></li> <li><i>repeated bullying or prejudice-based behaviour</i></li> <li><i>intentional serious damage to property</i></li> </ul>	<p>At this stage, the Headteacher or Deputy Headteacher <b>must be informed</b>, even if another member of staff has supported in dealing with the incident at the immediate point at which it took place.</p>	<ul style="list-style-type: none"> <li>Behaviour report created on CPOMS. If physical restraint is required, behaviour is categorised as bullying and/or involves prejudice, relevant forms also need to be completed and uploaded to CPOMS.</li> <li>Headteacher or Deputy Headteacher discusses the school values with the child and explains the behaviour that is expected, discussing and sharing strategies that can help to prevent stage 4 behaviour from reoccurring in the future (a child may need time/support to regulate prior to this step).</li> <li>Headteacher or Deputy Headteacher to inform parents of the behaviour.</li> </ul> <p>Appropriate sanctions at stage 4 could involve:</p> <ul style="list-style-type: none"> <li>Pupil to be withdrawn from an activity or miss a larger part of their break and/or lunchtime to discuss the behaviour further and agree a resolution. This will vary, depending on the nature of the incident. (see appendix 8)</li> <li>Pupil spends time considering how relationships can be repaired, and an appropriate apology can be made. This may involve creating something (e.g a picture or a card), where appropriate. (see appendix 8)</li> </ul> <p>If this stage is reached during break or lunchtime, adults involved will inform a senior leader.</p> <p>Following stage 4 behaviour:</p> <ul style="list-style-type: none"> <li>Parents will be invited to a meeting by Deputy Headteacher or Headteacher (meeting to be between Headteacher/Deputy Head, class teacher and parents)</li> <li>Individual behaviour plan created to outline strategies to improve a child's behaviour.</li> <li>Risk assessment created, if appropriate.</li> <li>Possible involvement of outside agencies - eg. SEMH team.</li> <li>Warning of possible suspension/exclusion.</li> </ul>
---	--	---

#### STAGE 5 – Suspension (fixed term exclusion) see also section 8 – Exclusion

Examples of behaviour:	Dealt with by:	Actions taken:
<ul style="list-style-type: none"> <li><i>Ongoing extreme behaviours</i></li> </ul> <p><i>(Occasionally, the behaviour of a pupil will be such that suspension will be an immediate response – see section 8.)</i></p>	Headteacher	<ul style="list-style-type: none"> <li>Headteacher to notify parents and Local Authority</li> <li>Log incident on CPOMS</li> <li>Agree/review behaviour support plans, risk assessments</li> <li>Arrange reintegration meeting with pupil/parents to reestablish behaviour expectations and share behaviour support plan.</li> <li>Seek advice/support from relevant outside agencies, if required.</li> </ul>

#### STAGE 6 - Permanent Exclusion

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child. These might include:

- serious or persistent actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

(see also section 8 – Exclusion)

### **Recording and Monitoring**

Logged behaviour incidents will be regularly monitored by the Deputy Headteacher (stage 2) and Headteacher (stages 2, 3 and 4), to ensure that actions taken have a positive effect on the behaviour of individuals. This information will also be used to review the effectiveness of behaviour strategies across school. This collaborative approach to behaviour regulation will ensure consistency and also serve to highlight any potential triggers to new and persistent behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may prevent the child from taking further part. In extreme cases, persistent or serious problems with behaviour can result in fixed-term or permanent exclusion in line with Local Authority policy.

All stage 3 and 4 incidents need to be recorded on CPOMS, using the 'Behaviour' category, and relevant sub-categories. This enables us more accurately to look for patterns in behaviour and develop strategies for overcoming difficulties. Where incidents involve bullying or are prejudice-based, relevant forms also need to be completed and uploaded to CPOMS.

## **7. Physical Intervention**

It is anticipated that all of the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff, there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

The school follows the non-statutory guidance set out in Use of Reasonable Force 2012 (DfE).

If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with Section 93 of the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force ('no more force than is needed.') to control or restrain. This applies to any member of staff at the school.

Reasonable force can also be used to prevent a child damaging property. The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances.

Staff in schools have the authority to use reasonable force to prevent a pupil from:

- Injuring themselves or others;
- Damaging property;
- Committing any offence;
- Acting in a way that is counter to maintaining good order and discipline at the school.

The necessary use of any physical intervention at Lambley Primary School is taken very seriously. All appropriate reporting and recording processes will be followed, after an incident, with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope

that we move towards a reduction in physical interventions. All reports/records will be uploaded to CPOMS (appendix 2).

It is the duty of the Headteacher to ensure that adequate training is provided for staff. The following staff at Lambley Primary School have received training in CRB (Coping with Risky Behaviours):

- Lee Christopher
- Rebecca Shardlow
- Jennifer Whitton

However, in an emergency, other staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. Further guidance is detailed within our Physical Intervention Policy.

Staff may request the opportunity to access personal support, including counselling, via the Education Mutual Wellbeing Service, or by speaking with the Headteacher.

## **8. Exclusion**

Exclusions, fixed or permanent, are seen as the final step in a process for dealing with disciplinary issues following a wide range of other strategies, which have been tried without success. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the pupil and will normally only be used as a last resort.

We may also use an internal exclusion (where a child works in another class or area of school for a designated period) in response to serious or persistent breaches of this policy.

When a pupil becomes identified as being at risk of exclusion from school, we will pursue the following course of action:

- there will be clear identification with the pupil, of the offending behaviour;
- appropriate sanctions short of exclusion will be used to discourage recurrence of such behaviour;
- parents/carers will be notified of concerns;
- a clear plan will be put into place to support the pupil;
- external agencies will become involved, in particular our local SEMH team.

Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Headteacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

The school will follow the statutory guidance on exclusions as set out by the DfE – ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units, including pupil movement’. This document outlines in detail the procedures to be followed when undertaking an exclusion. This document is available online or by request to the school office.

The DfE also produce a guide for parents: [A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/a-guide-for-parents-on-school-behaviour-and-exclusion)

## **9. Bullying**

We expect pupils to act safely and feel safe in school, including making sure that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

**Definition of Bullying:** The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic.

If we discover that an act of bullying (including cyber-bullying), intimidation or prejudice-based behaviour has taken place, the incident is recorded and uploaded to CPOMS (see appendices 3 and 4 for relevant forms) and we act immediately to prevent any further occurrences of such behaviour.

Full guidelines and explanations about the school's response to the issue of bullying can be found in our anti-bullying policy

## **10. Monitoring and Review**

This policy will be monitored as part of our ongoing, self-evaluation process and reviewed on an annual basis.

Records of incidents will be kept in the appropriate record files. A summary of this information will be analysed by the Head/Deputy Head Teacher and reported each term to Governors.

Lee Christopher  
September 2024