

Behaviour and Anti-Bullying Policy



Approved by:

Date:

**Chair of
Governors**

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Rationale

At Lyon Park Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behavior, we can build individual and collective esteem and encourage good personal relationships. It is also important to acknowledge that school is a corporate community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too. The purpose of this policy is to set out clearly the expectations for behaviour in our school community, how we can work together to achieve those expectations and what action we need to take when behaviour falls short of those expectations.

We aim:

- To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline and good self-management.
- Ensure a safe, caring and happy school
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- Encourage good attendance and punctuality across the school.
- Prevent bullying.

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at the Lyon Park Primary School. It is important that all stakeholders understand the shared vision we have in supporting children’s positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning. This policy covers all key stages.

Class teachers and Assistant Head teachers are responsible for ensuring that visiting/supply teachers understand the key principles of this behaviour policy.

PRINCIPLES

- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption and abuse.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems.
- Where there are significant concerns over a pupil’s behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language and damage to property is considered to be unacceptable behavior.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

LYON PARK PRIMARY SCHOOL BEHAVIOUR CODE

Discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school and build effective relationships.

When this partnership is working effectively then we would expect:

Parents/Carers

- To be aware of Going for Gold and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children, display the schools core values of Friendship, Achievement, Resilience and Respect and support the school's authority to discipline children.
- To adhere to the parent/carer code of conduct

Staff

- The Head teacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere
- To embody core values of Friendship, Achievement, Resilience and Respect
- To adhere to Staff Code of Conduct at all times

Children:

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's core values
- To be polite, considerate and caring

Governing Body

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.
- To support the school when implementing this policy as well as all policies related to the well being of the whole school community.

PROCEDURES

This will be achieved by:

A full understanding by all stakeholders that our aim is to educate the whole child. This is through the school's core values of: **Friendship, Achievement Resilience and Respect (FARR)**, having positive relationships, ensuring that all stake holders are aware of their rights as well as their responsibilities and rewards and sanctions.

Values

We have a simple set of four core values; **Friendship, Achievement, Resilience and Respect**. These core values underpin the other values that we celebrate every month across the year. Our values are celebrated and taught alongside the British values and are the bedrock of the culture at our school. Our values underpin the vision and ethos at Lyon Park. Staff are expected to demonstrate and model these values in action and to explicitly teach children how when they are lived out, the difference they make to the world.

CORE VALUES
Friendship
Achievement
Resilience
Respect

In addition to the core values, pupils explore 8 other values. Each value is discussed in assemblies, referred to by staff and children discuss how it links to the British Fundamental values. These values were agreed upon by the whole school community. (see appendix 1 to read further information regarding Lyon Park Primary Values).

Month	Value
September	Friendship
October	Diversity
November	Peace
December	Sharing
January	Responsibility
February	Love
March	Courage
April	Honesty
May	Resilience
June	Respect
July	Achievement
August	Happiness

Relationships

Positive relationships and high expectations have a huge part to play in influencing pupils behaviour and self-esteem. All staff must be gentle, respectful and positive in all of their dealings with children of any age. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, and should model good manners at all times. We are mindful of our body language and facial expressions; we smile! Teachers' professional learning helps them to understand how a nurturing approach and appreciation of attachment theory can further enable them to foster and develop positive relationships with and between all learners.

- We praise effort not ability
- When exploring a problem, we separate the child from their behaviour – this emphasises their developing control over and responsibility for their own choices
- We look at conversations about behaviour as formative and one way of developing a child's resilience and emotional intelligence.
- We do not over-react; a low-drama approach helps children to engage positively in a process of 'putting things right', and we seek to diffuse problematic situations swiftly and with no fuss.
- We maintain clarity around the difference between taking action and punishment.
- We strive to be consistent and equitable.
- We are mindful of children's experience of success.
- All behaviour is communication; a child who behaves in a disruptive or unkind way etc. is by definition vulnerable.
- We are not euphemistic when behaviour is not acceptable or appropriate – but we challenge in an affirmative and positive way as we support children in 'putting things right'.
- 'Positives' are public, 'Problems' are more private.
- We are not judgemental – we act in the best interests of the children. We are 'in their corner' even when their behaviour choices are poor or challenging.

- We always acknowledge any improvement in behaviour – and we acknowledge when a child engages with the process of putting things right and moving on.

Relationships with parents/carers

Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. **Parents/carers** have a clear role in making sure their child is well behaved at school. Parents/carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing our core values of FARR (friendship, Achievement, Resilience and Respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and schoolstaff. **(See Appendix 3, Home-School Agreement)**

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and make them feel valued.
- Clearly define the role of parents/carers in school, matching interests and skills to activities.
- Develop good communication between parents/carers and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

ROLES & RESPONSIBILITIES

The Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the Head teacher on which he or she can base the school's behaviour policy.

The governing body will notify the Head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

- In providing guidance to the Head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- The governing body will in consultation with the Head teacher consider what the school's response will be to any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
 - or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

The Role of The Headteacher

It is the role of the Head teacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school.

- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head teacher has access to records of all reported incidents of misbehaviour in the Behaviour Files.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The School Governors are notified of any such action that has taken place.
- The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

The Role of The Class Teachers

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

- The class teachers must have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces 'Going for Gold' and the School's core values (FARR) as well as the Consequences Flow Chart consistently. The teacher treats all children in their class with respect and understanding.
- It is the responsibility of the class teacher to raise with the Assistant Head for their phase any significant incidents of inappropriate behavior.
- Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).
- The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **educational visits**.
- Teachers can also discipline pupils for **misbehaviour outside school**.

- Teachers can **confiscate** pupils' property.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy.

The Role of Support Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Lyon Park Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All Support Staff treat each child fairly and enforces Going for Gold and the School's Core Values (FARR) as well as the Consequences Flow Chart consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running, staying on the left when using the staircases
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group games in the playground, placing emphasis on taking turns
- Give reasoned explanations for Going for Gold and resulting sanctions
- Use key words for reinforcement e.g. positive attitude, respect and consideration, sharing, friendship.
- Emphasise the value of the month and refer to the core values when dealing with behaviour.
- Use Going for Gold and Dojos reward system throughout school for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or year groups as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for support for well-being through the Assistant Head for the phase.

Classroom Management and Procedures

To promote good discipline within the classroom, staff should aim to:

- Establish defined classroom areas.

- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Involve children in the organisation of systems wherever possible.
- Be positive in communications e.g. use of 'please walk', rather than 'don't run'.

The use of class Contracts is now in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.** The contracts are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor anger management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

INCLUSION

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding positive behavior instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years. Children identified as having special educational needs under the category of social, emotional and mental health needs or communication and interaction are supported in a variety of ways by the class teacher, support staff. This may be through an Individual Support Plan (ISP), a personalised reward chart or through external support. The SENDCO coordinates any external support for the children and working with parents/carers is vital. Vulnerable pupils are supported by the DSL in conjunction with external agencies.

BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour difficulties after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** e.g. If you do this, then this will happen (positive outcome), if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Behaviour Record**. The Senior Leadership Team keep records which outline inappropriate behaviour which has been brought to their attention.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, children must not be made to stand outside a classroom but be sent to a parallel class.

RIGHTS

A vital element of our positive ethos is the Rights Respecting Agenda. We want our children to know their rights and the importance of their voice. At Lyon Park, children learn to respect each other's rights in line with the UNHCR Rights of the Child (**see appendix 2**) for 'child-friendly' poster). All staff must respect the rights of each child at all times. Pupils also play an active role through our School Council where Article 12 is lived out. The children exercise their democratic rights by voting for a suitable candidate from their class to represent them. The candidate has to write a letter of application to senior leaders before being nominated.

REWARDS

At Lyon Park Primary we believe in modelling and actively recognising effort and success. We have high expectations that are positive and developmentally related, using praise and encouragement to ensure we emphasise positive choices rather than negative in all we do. We feel it is important to monitor the distribution of rewards to ensure that it fairly reflects the efforts made by individuals. For the majority of children this approach will work, sanctions should be needed only for a minority of children. It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Leaders where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups, classes or year groups as appropriate by:

- Teaching Assistants, all support staff and volunteers
- Midday Supervisors
- Class teachers
- Supply teachers
- Assistant Head teachers
- Deputy Head teachers
- Head teacher

All members of staff positively reinforce good behaviour choices in a number of ways. Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent/carer, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Certificates for academic and non-academic achievement
- Head teacher/Deputy Heads award on work or as a sticker
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Star of the week Assembly
- Special responsibilities e.g. being a Playground buddy
- Child, group or class, singled out as a role model
- Dojo points
- A visit to Senior member of staff for special recognition e.g. during Friday afternoon session.
- Star of the Week Certificates presented in assembly
- A note home to parents/carers
- A certificate for children who have displayed the value of the month
- Special recognition from senior leaders for being on 'gold' for the half term or having the highest dojo points.
- A chance to get a prize for getting the highest Dojo points a week

GOING FOR GOLD

Going for Gold is a whole school behavior management system that visually displays the stages of behaviour to help children to be independent and reflective about the choices that they make. It is also to help children to change their behavior when they notice that they have made the wrong choices. Going for Gold is also a preventative system so that children's behaviour does not escalate.

HOW GOING FOR GOLD WORKS





Children start on the green face every day. This is to emphasise to the children that they can change their behaviour and make the right choices throughout the day and the next day even if they may have made choices that are not good during the day or the day before.

1. A verbal warning is given when an undesirable behaviour is displayed.
2. If this is repeated then the child's name moves from green to orange.

3. If they continue or make another wrong choice, their name is moved down to red.

4. After this the Consequences Flow Chart begins

Children also know that they can move back through the above stages by displaying the correct behaviours. Children who are on gold for the week receive house points and they may have a reward arranged across the year group.

	 I am making excellent choices.	 I am making good choices.	 I need to think about my choices.	 I need to make better choices.
CHILDREN'S NAMES				

DOJOS

In conjunction with Going for Gold, to further reward children who display good behavior, these pupils will be awarded Dojo points. The way in which Dojo's are awarded are outlined below.

- A child who has been on green all day has the opportunity to move to gold.
- The child who get to gold should be awarded 5 dojo points.
- Children on green should be awarded 3 Dojo points.
- All the names of the children with the highest Dojos to be given to AHT and entered into a draw during celebration assembly. One child will win a prize on a weekly basis- prizes may consist of a visit to a senior leader, fidget toy etc.
- At the end of the half term, the child whose n the highest Dojos in the phase will get a prize.

SANCTIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The school's sanction procedures can be summarised into the following stages as outlined by the Consequences Flow Chart. Please see Appendix 3. The following sanctions can be given by the adults working in the school:

- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence
- Child to sit by teacher
- Parents/ carers informed and involved in the behaviour management process
- Use of report card or progress book (SLT member informed)
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, redoing of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Teacher/Head teacher
- Reflection sheet KS1 & KS2

For children in EYFS, the following steps will be followed to address misbehaviour.

1. A first verbal warning will be given to the child.
2. A second verbal warning will be given to the child ('orange face').
3. The child will be given thinking time in class ('red face'), this may lead to time out in the class.
4. Staff will speak informally to parents
5. Staff will speak formally to parents with documented evidence (incident sheet/ pastoral record book) of inappropriate behaviour by the child. The SENCO or a member of SLT may attend the meeting.
6. The situation may be referred to other agencies if necessary. Parent/carers are a part of the process.

CHILD ON CHILD ABUSE

At Lyon Park there is there a zero-tolerance approach to abuse, and it should never be passed off, for as "banter", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children can abuse other children and this can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships

between peers, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We will implement the school's Behaviour & Anti Bullying Policy consistently and allow opportunities for children to talk to adults and raise concerns.

Where there is a concern that a pupil in school may have behaved inappropriately towards another pupil, this should be passed immediately to the DSL/Deputy DSLs whether the concern is for a child attending school or being educated remotely. They will alert the DSL or deputy DSLs and they will carry out an investigation in person or via telephone or Microsoft Teams as well as make a referral to services if needs be.

The DSL/Deputy DSL will discuss the matter with parents/carers or social care as appropriate and with the child's interests at the core of all decisions made.

When investigating the matter, the Designated Safeguarding Leads will consider:

- the possible impact on the child/victim.
- any disparity in age between the abusing and abused child.
- whether there is any element of coercion or violence.
- exploratory play should be dealt with in school, involving parents/carers as appropriate.

The DSL/Deputy DSLs will:

- keep the involved children separate to avoid collusion or intimidation
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions.
- contact parents/carers of the children involved in light of the information gathered
- may contact Family Front Door (social services) for guidance and support throughout the process.

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with allegations that involve peer to peer sexual abuse, the school will be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Minimising the risk of peer and peer abuse

At Lyon Park Primary School, we have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy, pastoral support system and by a planned programme of evidence-based content delivered through the RSE curriculum and the wider curriculum when appropriate. Such a programme will be developed to be age and stage of development appropriate, and will tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- Importance of consent
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment

The children will also be taught to embody the school values as well as British Values. Through the Relationship, Sex Education curriculum and the PSHE curriculum, the children will be taught about healthy relationships and unhealthy relationships including the importance of consent and what to do if they are concerned. Other opportunities such as science lessons, outside agencies such as NSPCC assemblies, Police Liaison Officer / workshops will be implemented

to equip the children to keep themselves safe and raise awareness. All the learning will be underpinned by the school's values and link directly to the school's Behaviour and Anti-Bullying Policy, which will be implemented by all staff at the school. In order to minimise the risk of child on child abuse, all children will be encouraged to report all concerns or incidents of child on child abuse to their teacher or a trusted adult and the adult will reassure them that the incident will be treated seriously. All staff are to pass this information on to the DSL/Deputy DSLs who will deal with it accordingly. Where a child may have been a victim of child on child abuse, a risk assessment will be carried out by the DSL and appropriate agencies contacted as needed. This will be reviewed regularly, especially following any significant changes. Specific work would be undertaken with the child by senior leaders and may involve a referral to specialist outside agencies as well. Additional support for pupils with additional barriers such as SEND, pupils using English as an additional language will be implemented. For example, ensuring that a child is spoken to in their home language through a staff member translating, ensuring that a child with SEND is able to use various medium to communicate their worries such as pictures, PECs, Makaton and also involving staff that work regularly with the child in conversations to support the child. The curriculum will be presented in a way that allows children an open forum to talk things through; such discussions can lead to increased safeguarding disclosures and staff will fulfil their safeguarding duties and pass these on. Children will be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer. All staff are aware of how to manage a disclosure enabling the relevant member of staff to support individuals involved and staff should speak to the DSL if further support is needed. The school will work closely with outside agencies for further specialist support, e.g. police, health or social services where it is necessary to do so.

Recording Incidents of child on child abuse

All incidents of peer on peer will be recorded on the Safeguarding Form by the staff and also recorded by the DSL/Deputies on CPOMs as well. The information will be shared with relevant agencies, governors and parents/carers if safe to do so.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be implemented in line with the school's Consequences Flow Chart and on a case by case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding and child protection policy for more information

Vulnerable groups (in relation to sexual harassment and sexual violence)

Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to sexual harassment and sexual violence. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

- communication barriers and difficulties overcoming these barriers.

LGBTQ+

Children who identify as Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At Lyon Park Primary School, we will ensure that all staff are vigilant and take action to support all pupils. Concerns about any children with SEND should be raised to the DSL who will work closely with the SENDCO to ensure appropriate support for the child as the matter is investigated.

OFF-SITE BEHAVIOUR

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

All reported misbehavior that happens outside of the school will be investigated and the school sanctions applied if the incidents are found to be true. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

ALLEGATIONS

Allegations of any nature will be taken seriously, and Lyon Park Primary School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Please refer to the Safeguarding and Child Protection policy for more detail.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

MOBILE TECHNOLOGIES

1. The school does not allow pupils to have mobile phones or gaming devices on school grounds unless the parents/carers and school have agreed it is necessary for them to be brought to school, under these circumstances the phone must then be left in the school office until home time. If a pupil is found to have a mobile phone/gaming device which has not been agreed with the school, this will be confiscated immediately. The parent/carer will be responsible for collecting the device after school.

2. If a pupil is found to have a mobile phone/gaming device on school grounds and there is reasonable suspicion that it has been used in cyber bullying, the school has the right to search the phone and collect the evidence. If the child is in breach of the school's behaviour policy, the child may be sanctioned accordingly. Additionally, if necessary, the police or local authority may be contacted depending on the nature of the messages sent and received.

3. If the pupil is found to have a mobile phone/gaming device and there is suspicion of the pupil possessing inappropriate images, such as child abuse images or violent images, or is found to be forwarding inappropriate images, the mobile phone will be confiscated and searched. The incident will be reported to the DSL who will ensure that the incident is recorded. The DSL will investigate the matter and report to the Head teacher. If necessary, the police will be contacted and the pupil will be sanctioned accordingly.

4. Any type of bullying, including bullying by email, on any school system, via text message, via phone, or using any other form of technology on school grounds is against the school's behaviour policy. Therefore, if a pupil is in breach of the behaviour policy, the appropriate sanctions will be issued.

See Acceptable User Policy (ICT appendix).

INCREASED USE OF TECHNOLOGIES

Due to online learning, pupils may at times spend more time learning through online portals. The expectation for behaviour is the same during such situations and breach of behaviour expectations will be dealt with according to school policy. Children will be taught how to keep themselves safe on line and to report any concerns to staff and parents/carers about any inappropriate behaviour from other children or adults. Please see our Safeguarding Policy and E-Safety policy for more details.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal substances
- stolen items
- tobacco and cigarette papers
- fireworks
- inappropriate images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

- The term **'reasonable force'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or oneself.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies only to members of staff at the school

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the School's Approach To The Use Of Force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. **This policy should include guidance on the use of reasonable force although this is not a legal requirement.**
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a pupil.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff Training

The Head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/carers will be informed. In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What Happens if a Pupil Complains When Force Is Used on Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that they have access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil may be entered on the Special Needs register at 'cause for concern and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Support when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all those who work with the child, the parents and the child themselves, where age appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the child's name moves to 'School Support with outside agencies'. This step will be discussed at one of the regular School Based Review meetings. The Individual Education Plan is continued. A TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.

- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs
- In extreme cases where behaviour is not improving in response to the above strategies, the Assistant Head Teachers/Deputy Head teachers and SENCO may be set up a Pastoral Support Plan with a view to preventing the child from being excluded.
- *In very extreme circumstances where there is high risk of health and safety or the welfare of other children or staff, the Head teacher may exclude a child from school either for a fixed period or permanently.*

Behaviour incidents will be reviewed to ensure that no group of pupils are disadvantaged as outlined in the Equality Act 2010. Senior Leaders will look for patterns and implement change when needed.

Playtimes

During lunchtimes, the children will be expected to display the same behaviour expected during class. There are three steps for lunchtime misbehaviour:

1. Two verbal warnings and mediation of minor behaviour offences.
2. The lunchtime member of staff will pass any concerns to teachers in the first instances who will discuss the concerns with parents/carers.
3. Further concerns will be escalated to SLT.

*In the case of serious misbehaviour likely to cause injury or offence (e.g. swearing, racial abuse), see Consequences of Negative Behaviour flow chart for appropriate sanction (**appendix 4**). Incidents relation to sexual harassment or sexual violence will be dealt with as outlined above. All lunchtime staff must report incidents to a senior member of staff that reach this level of intervention.

Wet Play Provision

At playtime and lunchtime, the Lead SMSA will make the decision whether it is wet play or not. Before playtimes and lunchtimes, the AHTs will communicate information of wet play to all staff. Both of these decisions will be made as close to the start of each playtime, however should heavy rain begin as children come outside a decision will need to be made between staff on the playground. During wet playtimes other staff may be called upon to ensure the safety of the children. Children will be supervised while they enjoy various free choice activities including reading, drawing, using construction toys, visual literacy, art and board games or other suitable activities in line with our COVID-19 Risk Assessment. Wet play boxes may be provided. Children are expected to behave appropriately for any adult supervising them. During wet lunchtime there is a rota, which shows SMSAs and staff supervising at lunchtime where they should be located.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. For pupils with additional needs, information is shared by the SENDCO and staff involved with that child to ensure a smooth transition. When pupils go to other schools or begin secondary school, information relating to their behaviour is also passed on to aid a smooth transition.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and as part of professional dialogue meetings with the Assistant Headteacher responsible for their phase. Behaviour management will also form part of continuing professional development.

Stake holders Conduct

When discussing behaviour expectations of pupils, we also must ensure all stakeholders follow our core values. Our governors expect the whole school community to treat everyone with respect and consideration at all times. Even when they feel dissatisfied or unhappy, all stakeholders are expected to treat each other with respect in:

- the choice of language they use
- in body language
- in tone

- volume and pitch of voice

Where any of the school community does not adhere to the above, the school will follow the Parent/Carer Code of Conduct and will record such incidents and further action such as a ban from the school premises may be enforced for parents / carers. All staff are also expected to adhere to the Staff Code of Conduct.

Anti-Bullying

Definition of Bullying

Bullying can present as verbal, physical, emotional or psychological behaviour by an individual or group which hurts another individual or group - it generally, but not always, is repeated and is an abuse of power.

At Lyon Park Primary we believe that there is no place for bullying in any form. We aim to ensure that the whole school community understands the devastating effect all types of bullying can have on the emotional wellbeing of pupils, parents and staff. We believe that all individuals should feel safe and free from any intimidation or the threatening actions or words of others. We will collectively strive for the eradication of bullying, this is both online and bullying that may occur in school or off the school site. The school will implement the Consequences Flow Chart when dealing with bullying and through our curriculum and shared values ensure that all children are taught how to keep safe and also implement the British Values in their daily lives. All incidents of any type of bullying will be dealt with swiftly and with serious. They will be recorded on CPOMs for review and analysis. External support may be sought for both victims and perpetrators of bullying. The school will work in very close partnership with parents/carers when dealing with any bullying incidents.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We therefore intend that:

- We will have a 'living' anti-bullying policy and practice that makes bullying unacceptable in our school.
- We will ensure that pupils, parents/carers, staff and governors are fully aware of our policy and practice to tackle bullying, and support our practice.
- We will ensure that our pupils feel confident and that any concerns about bullying will be taken seriously.

We will follow the school's consequences flow chart when dealing with any forms of bullying.

REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

Appendices

1. Lyon Park Core values
2. UNICEF Rights Respecting Agenda
3. Lyon Park Home School Agreement
4. Consequence of Negative Behaviour Flowchart
5. Key Stage 1 Reflection Sheet
6. Key Stage 2 Reflection Sheet

Our Lyon Park Core Values

Core Values	Other value/s linked to it
Friendship	peace, sharing, love
Achievement	responsibility, happiness
Resilience	courage
Respect	diversity, honesty

A core value is a central belief clearly understood and shared by every member of the school community. At Lyon Park Primary we believe that the core values of Friendship, Achievement, Resilience and Respect are core to developing a happy, safe and achieving school where every member of the community is important.



By **Friendship** we mean that:

- We value positive relationships
- We take care of one another.
- We are self-aware and understand the impact of our decisions.
- We share with each other and create a place where everyone is welcome and loved.



By **Achievement** we mean that:

- We believe in ourselves.
- We constantly work hard to fulfil our potential.
- We take enjoyment in the things we do.
- We celebrate the success of others as well as ourselves.
- We are self-motivated to work independently
- We produce work of the highest quality and take pride in all that we do.
- We know we are responsible for ourselves, our school and our community.

By **Resilience** we mean that:



- We know that challenges will come and so we tackle them with courage and perseverance.
- We know how to work well as part of a team.
- We know how to solve problems.
- We do not give up even when things are tough.
- We know when to ask for help and when to try things on our own.
- We keep a positive attitude.



By **Respect** we mean that:

- We all show tolerance of others' beliefs.
- We value and celebrate each other's differences.
- We are honest in all situations.
- We show respect to everyone.

Rights Respecting Agenda (UNICEF)

[https://www.unicef.org/pacificislands/CRC_CHILD_FRIENDLY_VERSION_\(2\).pdf](https://www.unicef.org/pacificislands/CRC_CHILD_FRIENDLY_VERSION_(2).pdf)

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 You have the right to be alive.

Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11 You have the right to be protected from kidnapping.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 You have the right to be raised by your parent(s) if possible.

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 You have the right to special care and help if you cannot live with your parents.

Article 21 You have the right to care and protection if you are adopted or in foster care.

Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 You have the right to play and rest.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Lyon Park Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform
- Return any home reading book or pay £5 for any books that are lost.

The school

The school will endeavor to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set homework appropriate for your child
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

The Pupils

The Pupil will endeavor to:

- not bring toys or any valuable equipment to School unless directed by a teacher or member of staff
- Wear correct uniform at all times including PE and swimming.
- Work hard and fulfil his/her potential.
- Live out the school's core values of **Friendship, Achievement, Resilience and Respect** in and outside of school.
- Treat everyone with respect and value diversity.
- Attend school regularly and on time.

Signed (pupil) : _____

Date: _____

Parent of: _____

Date: _____

CONSEQUENCES OF INAPPROPRIATE AND UNACCEPTABLE BEHAVIOUR CHOICES

***If a reflection sheet is completed by a child with a staff member at any point on the consequence chart, teachers are responsible for ensuring parents / carers have seen and SIGNED it. A copy of the signed Reflection sheet must then be kept in the class Inclusion file. For pupils with SEND needs or other vulnerabilities, please ensure that you differentiate your approach to their misbehaviour as usually there are other underlying issues. For Support with this see SENCO for SEND and DSLs for vulnerabilities.**

<p>LOW-LEVEL ONCE OR RARE</p> <p>i.e. -talking when instructed not to -not listening -distracting others</p> <p>Praise other children for good behaviour/make eye-contact with student.</p> <p>Verbal warning</p> <p>Repeat offense move name down from smiling face to straight.</p> <p>Repeat again - move to sad face - informal chat with parent/carer – end of day/verbal</p>	<p>LOW-LEVEL REPEATED (HAPPENED BEFORE AND RECENTLY)</p> <p>i.e. -talking when instructed not to -not listening -distracting others</p> <p>Verbal warning</p> <p>Child has reflection time in an area of the classroom. Complete reflection time sheet - Inclusion File.</p> <p>Informal meet with parent/carer and record.</p> <p>Repeat offense = miss more than one playtime</p>	<p>MILD LEVEL ONCE OR RARE</p> <p>i.e. - mild rudeness, mild attitude, ignoring instructions</p> <p>Verbal warning</p> <p>Miss more than one playtime</p> <p>Informal time out of class to work– duration = 1 lesson. Child complete Reflection sheet with staff .</p> <p>Informal meet with parent/carer. Send copy of Reflection sheet home.</p>	<p>MID-LEVEL REPEATED</p> <p>i.e -mild rudeness, mild attitude, ignoring instructions</p> <p>Miss more than one playtime</p> <p>Formal time out with reflection sheet completed with staff – 1 lesson in another class working</p> <p>CTs formal meet with parent/carer with AHT/SENCO and keep copy of reflection sheet.</p> <p>Possible behaviour chart put into place after discussion with SENCO/ Inclusion AHT</p>	<p>HIGH-LEVEL ONCE OR RARE</p> <p>i.e -violence, swearing, bullying, endangering self/others, refusal to follow instructions</p> <p>Child sent to AHT. If issue is very serious, send to DHTs.</p> <p>Formal time out (1day) in another class working - internal exclusion letter</p> <p>Child to write an apology letter in addition to reflection sheet.</p> <p>Formal meeting with parent/carer, CT & SLT member Record on Reflection sheet.</p> <p>Child to miss out on 3 or more playtimes and relevant rewards to be withdrawn</p>	<p>HIGH LEVEL REPEATED/EXTREME</p> <p>i.e. violence, swearing, bullying, endangering self/others, refusal to follow instructions</p> <p>Child sent to DHTs/AHTs and of an extreme serious nature, to HT</p> <p>Parent/carer phoned by admin team after instruction by member of SLT</p> <p>The DHTs/AHTs will meet with the parent/carer and child to discuss next steps.</p> <p>Member of SLT decides on best course of action depending on incident and history. This may include: a pre-exclusion letter or a fixed term exclusion</p>
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Dear Parent/Carer,

We are disappointed to inform you that due to unacceptable behaviour choices your child was asked to leave the classroom today. Please read the below information to understand further why this happened. If you would like to discuss this, please do contact their class teacher.

SLT

What Happened...?

Name:	Date:	Time Sent out:
Sent by:	Sent to:	Return time:
What happened?		
Who has been affected by this? How do they feel?		
How can we make sure this doesn't happen again?		
Discussed with:		
Staff signature: _____ Date: _____		
Child signature: _____ Date: _____		



Reflection Sheet – Key Stage 2

(Appendix 6)

Dear Parent/Carer,

We are disappointed to inform you that due to unacceptable behaviour choices your child was asked to leave the classroom today. Please read the below information to understand further why this happened. If you would like to discuss this, please do contact their class teacher.

What Happened...?

Name:	Date:	Time Sent out:
Sent by:	Sent to:	Return time:
What happened?		
What were you thinking and feeling at the time?		
What do you think and how do you feel now?		
Who has been affected by this?		
What is needed to put things right?		
How can we make sure this doesn't happen again?		
Discussed with:		
Staff signature: _____ Date: _____		
Child signature: _____ Date: _____		

