



Behaviour For Learning Policy

Updated: Summer 2026

Next Review: Summer 2028

Reviewed, approved and ratified by: Full Governing Body

Written by SLT

(In consultation with children and staff)

at Ladbroke School

Work Together, Achieve Together

1. Rationale

This policy recognises the importance of positive behaviour as essential in providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour is conduct, amongst the whole school community, which enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school, with the emphasis placed on courteous and considerate behaviour towards others at all times, whilst being consistent in supporting each other and modelling the types of behaviour to be emulated by the children.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Equal Opportunities

At Ladbroke JMI School we believe it is the right of all pupils, regardless of their gender, ethnicity, physical disability, ability or linguistic, religious, cultural or home background to have access to such an environment, where prejudice and stereotypes are challenged. We recognise that, in society, certain groups and individuals may experience discrimination and therefore are strongly committed to take positive action to remove and challenge discrimination in all aspects of the School and its work.

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools - Advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools April 2026
- Supporting pupils with medical conditions at school
- Mobile phones in schools – Guidance for schools in prohibiting the use of mobile phones Feb 2024
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

5. Definitions

We are committed to providing a caring, friendly and safe environment for everyone at Ladbrooke, so we can teach and learn in a relaxed, happy and secure atmosphere. This policy reflects the governing body and school's high expectations of behaviour for children at Ladbrooke School. It underpins the ethos of our school where every member of the school community is valued and treated with respect. Our emphasis is on ensuring that all children understand the school's expectations for behaviour, which is taught explicitly throughout the school year. We believe that it is vital to celebrate effort and successes, so that all pupils feel valued.

5.1 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

5.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual Abuse
- Vandalism & Theft
- Fighting
- Making threats
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as: Mobile phones, Stolen items, Weapons
- 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)
- Bringing goods/items to school with the intention of personal gain

6. Bullying

Bullying is intentional behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying may be racist, sexist and homophobic or highlight other differences. People can be bullied for any reason; because of the way they look, because of their religion, their age, or because of a learning or physical disability for example. Whatever the reason, bullying is never acceptable and will not be tolerated.

6.1 Types of Bullying

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: 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, upskirting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing/banter
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6.2 Signs and Behaviours

An individual may show signs or behaviours that they are being bullied. Everyone should be aware of possible signs and that they should investigate if someone:

- is frightened of travelling to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, isolated, anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harming or suicide
- runs away from school
- cries themselves to sleep at night or has nightmares
- continually and frequently feels ill in the morning
- begins to perform poorly in school
- comes home with damaged possessions
- asks, steals or has monies continually “lost”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable at school or at home
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or becomes nervous and jumpy when on online.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6.3 Procedures and Actions

- Individuals should report all incidents of alleged bullying or threats of bullying to relevant and appropriate staff, who should log the details (Appendix B) and escalate it to the senior leadership team

- Any confirmed incidents of bullying must be reported to the headteacher; which will be recorded and contribute to a termly report to the Governing Body
- In serious cases parents or carers of both bully and victim will be informed and may be asked to come into a meeting to discuss the situation. Consequences and sanctions may take place as per the behaviour policy.
- If possible, both parties will be supported to reconcile the situation and the relationship. This situation will be monitored to ensure repeated bullying does not take place.
- If necessary and appropriate, external agencies will be consulted.
- In serious cases, exclusion will be considered (as per the behaviour policy)

6.4 Promoting Good Behaviour

At Ladbroke, we actively promote good behaviour, and we educate our children about bullying. We follow the recommendations of expert organisations such as the NSPCC and the PSHE Association.

Our strategies include:

- having high expectations of behaviour
- sharing our school values
- holding assemblies to celebrate weekly achievements and kindness as well as events such as Anti-Bullying Week, Mental Health Week and Neurodiversity Week
- explicit teaching of British Values
- actively using the Zones of Regulation to encourage emotional literacy and develop emotional intelligence
- writing and referring to a set of class rules and our behaviour policy.
- encouraging restorative justice after any incidents
- reading, writing and acting out social stories
- listening to and singing poems and songs about friendship and kindness
- frequent PSHE lessons on relationships and living in the wider world , including the safe use of social media
- parent information/workshops to understand bullying, keeping safe online and our school response to behaviour and bullying

7. Roles and Responsibilities

7.1 Governing Body

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher and SLT
- Monitoring the policy's effectiveness, holding the headteacher to account for its implementation

7.2 The Headteacher and SLT

The headteacher and SLT are responsible for:

- Reviewing this policy in conjunction with the governing body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

7.3 Teachers and Staff

All staff are expected to follow the guidelines set out in this policy. In your relationships with children please ensure that you:

- Use positive language and body language when dealing with children
- Set high standards of behaviour in all areas of school life and model that behaviour
- Make each child feel that they can succeed
- Make it clear that each child has a responsibility to direct maximum effort towards their work
- Apply rules firmly and fairly
- Praise a child so that praise is specifically related to whatever it is that you are pleased about
- Consciously look for opportunities where children are displaying positive learning attributes
- Support children in managing their feelings and emotions and learning to work through this independently
- Take responsibility for all poor behaviour, not just children in your class. If you see something that needs to be addressed, please address it.
- Ensure incidents of poor behaviour are communicated to the relevant staff and recorded where necessary

7.4 Pupils

Pupils should, at the beginning of every school year or when they start their journey through Ladbroke:

- Take responsibility for their own actions and engage in the process of positive change
- Know the school's key rules and routines
- Understand the rewards they can earn for meeting the behaviour standard
- Know and understand the expected standard of behaviour they should be displaying at school
- Know and understand the consequences they will face if they don't meet the standard
- Understand that they have a duty to follow the behaviour policy and class behaviour

8. School Behaviour Curriculum

All these guidelines should be read considering our three main rules (See appendix A for more details on these). They are:

- **BE READY**
- **BE RESPECTFUL**
- **BE SAFE**

Our rules are also underpinned by our values which are fairness, forgiveness, good manners, kindness, respect, sharing and supporting others.

The rules and values are applicable throughout the school day, on site and when representing the school off site. Each class will start the school year by highlighting the school rules and developing their own set of class rules agreed by the children and the adults working in the room. Any members of staff

covering/teaching regularly in a class will ensure that they explain their expectations clearly, especially if there is a change to normal classroom routines due to the subject being taught. Wherever possible the expectations should be the same.

Our curriculum plays a central role in promoting positive behaviour and attitudes to learning. It is carefully designed to be engaging, inclusive and well sequenced, enabling pupils to experience success and build confidence. Clear routines, consistent expectations and explicit teaching of social and emotional skills help pupils learn how to manage their behaviour, work cooperatively and regulate their emotions.

Across all subjects, positive relationships, respectful communication and active listening are modelled and reinforced. The curriculum promotes values such as respect, responsibility and empathy through PSHE, reading and wider learning opportunities. Adaptations and appropriate support ensure all pupils can access learning, reducing barriers that may lead to disengagement. As a result, pupils feel a strong sense of belonging, are motivated to learn and demonstrate positive behaviour across the school.

9. Mobile Phones

Pupils are not allowed to have mobile phones in school unless they are in Y6 and are walking to and from school independently. If this is the case, it is done so with a phone agreement in place and with the permission of the Headteacher. Phones must be switched off and handed into the school office as soon as the child arrives in school. Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate. Headteacher or a delegated member of SLT, have the statutory power to search a pupil or their possessions where there is reasonable ground to suspect pupil is in possession of a prohibited item.

10. Responding to Behaviour

Most children will behave and follow the school rules all the time. These children need to be recognised and rewarded for their contribution to school life.

Remember, how you interact and speak to children will be copied and mirrored by the children. Always remember you are the role model.

10.1 Responding to Positive Behaviour

It is very important to stress the positive aspects of children's behaviour. Some strategies to use are outlined below:

- Verbal praise
- Actively looking for children who are doing the right thing and responding positively
- Smiling and looking positive
- Written messages in a child's workbook
- Send a child to see another member of staff (phase leader, deputy or head teacher)
- Tell a child's parent – this may be written, in the form of a note in a child's diary or a **postcard home (given to child at the end of the day)**
- Share with the whole class
- Class rewards to build to a merit
- Merits or achievement assembly
- Special responsibility or job awarded

Positive behaviour can also be rewarded with:

- Class Points/Rainbows (EYFS)
- Merits
- Achievement Certificates

10.2 Dealing with unacceptable behaviour

Although most children always display positive behaviour in school, there will be times when behaviour falls below the standard we expect. When children are young, part of the role of school is to teach children how to behave in acceptable ways. All members of staff need to be seen to be fair and consistent in their approach to dealing with situations. Most of the time a discussion about the incident will be enough to improve behaviour, but where behaviours are repeated further steps may be needed to support children with their behaviour.

Early on in Foundation Stage, we begin to teach children to manage their feelings and emotions and, with support, to manage situations themselves. This is continued as the children move through the school as it is important that where possible children learn to independently deal with situations with friends without breaking school rules.

Some children, with additional needs, will need to be further supported in developing positive behaviour. Behaviour plans (APPENDIX C) should be written for these children and triggers identified to ensure (wherever possible) that the children is successful in school.

Case studies are set up for children with repeated behaviour incidents to track and monitor them more effectively.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques (in-line with the Therapeutic Thinking Approach) can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behaviour incident identified and considered.

When considering behaviour consequences, staff will also acknowledge what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal or non-verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil to a reflection space within the class
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime (whole breaks missed should be avoided)
- The use of a restorative de-brief (this could include social stories, role-play, therapeutic tree etc.)
- Loss of privileges
- Referring the pupil to a senior member of staff and setting up a supportive report system
- Phone call or email home to parents
- Setting and following a behaviour contract (Behaviour Plan – Appendix C)
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing consequences and decisions will be made on a case-by-case basis, but regard will be taken to the impact on perceived fairness.

10.3 Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within the school by:

- **Setting Clear Boundaries:** Ensure clear and consistent expectations are communicated, while supporting individuals in developing better choices through positive encouragement.
- **Developing a positive relationship with pupils**, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Creating and maintaining a stimulating environment that encourages pupils to be engaged
 - Displaying the behaviour curriculum or their own class charters
- **Using a Restorative Approach:** When negative behaviour occurs, we approach the situation with empathy and a focus on understanding. Conversations will be held to address the impact of the behaviour and find ways to make amends.
- **Using Support Systems:** Individuals struggling with their behaviour will be offered guidance and additional support to help them develop positive coping strategies.
- **Allowing Reflection:** Encourage self-reflection to help individuals understand their actions and their effect on others, while also developing strategies for improvement.

10.4 Responding to misbehaviour from pupils with SEND

In line with the Hertfordshire Ordinarily Available Provision (OAP) guidance, we take a proactive, inclusive approach to behaviour, ensuring our everyday practice supports the emotional wellbeing of all pupils, including those with additional needs.

We understand that not all misbehaviour is a choice, and we strive to understand the reasons behind behaviours, especially where children are struggling to regulate due to SEND or SEMH needs. While not every behaviour incident will be linked to a pupil's SEND, we consider each situation on a case-by-case basis and aim to respond in a way that is fair, proportionate and informed by the pupil's context.

In line with our statutory duties under the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice, we will:

- Take reasonable adjustments to ensure that school policies and practices do not place disabled pupils at a substantial disadvantage.
- Use our best endeavours to meet the needs of pupils with SEND through high-quality, inclusive classroom provision.
- Ensure that the provision outlined in EHCPs is secured and reviewed regularly in collaboration with families and professionals.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, whilst ensuring we continue to maintain a duty of care to our children and staff.

These may include:

- Short, planned movement breaks for a pupil with SEND
- Adjusting the seating plan and lining up expectations
- Adjusting uniform requirements
- Training for staff in understanding conditions such as autism

10.4 Consequences

These are the progressive consequences the children can expect when rules are not followed. They are derived from the Behaviour Ladder (APPENDIX D) and should be used in accordance with the nature of the incident of behaviour.

- The child is given a warning regarding their behaviour. The specific behaviour should be highlighted and the rule broken referenced, so it is clear what has been unacceptable
- If behaviour persists time out should be given to that child for a designated time length. Each class should have their own area for time out. This may be outside the classroom if the area can clearly be monitored from the classroom. At the end of the time out, the child should be able to articulate in what way their behaviour was not acceptable and what they are going to do next to improve their behaviour.
- If a child continues to break the rules, time out should be given in another classroom where a senior member of staff is in charge. The children should be sent with work to continue and a short note they can hand to the teacher, so they know why they are there with little disruption to the lesson. Care should be taken when deciding which class to send the children to. Where possible classes where siblings might be should be avoided.
- If a child is sent out of the classroom, they should then be given a break time sanction to reflect on their behaviour. This should be supervised by the class teacher at lunchtimes or duty teacher if it is a break time. The child should be sent with work to complete or an activity to work through (see *'Not You Again'* book for behaviour reflection tasks).
- If the same behaviours continue, the class teacher (supported by the TA) will complete a summary record of incidents for one week and then arrange to meet with parents to discuss how the behaviours are going to be worked on moving forward
- If there is still no improvement in behaviour the Headteacher will become involved. Parents will also be contacted and a meeting set up to discuss a joint way forward. In some incidences, a behaviour support plan may be written and individual target sheets.
- If necessary, the Headteacher can be involved earlier if the behaviour warrants it.
- Exclusion would only be used in extreme cases when all other avenues have been exhausted and a clear paperwork trail is in place, including interaction with external professionals.

Certain behaviour will be escalated up the ladder and will not warrant a warning etc. Parents will always be informed when the deputy or head becomes involved in an incident. However, parents may be involved at any stage depending on the circumstances.

Behaviour incidents must be recorded when:

- There is persistent low-level behaviour and a meeting with parents is held
- Where there is an incident linked to protected characteristics, including racism and bullying
- Where a child has additional needs and may need further behavioural support from outside agencies

Supporting Children with Behaviour

All children should be encouraged to follow the school rules at all times. Where a child finds this genuinely difficult, they should be supported in a way that is appropriate to the child's age, ability and needs. This may be in the form of an individual behaviour plan (APPENDIX C) or an individual behaviour chart (APPENDIX E). Advice should be sought from the SENCO in the completion of this and in involving outside professionals.

10.5 Foundation Stage

In foundation stage the children are beginning to learn what is and is not acceptable behaviour. The following modification will apply:

- Inappropriate language – will be challenged and the correct language to be used promoted
- Time out will be applied within class immediately after the rule has been broken
- The next consequence will be a visit from the HT to the classroom – this will be recorded on a behaviour form
- The final consequence will be the child being taken to the HT office. This will be recorded on a behaviour form and parents informed at the end of the day by the class teacher
- Parent communication will be developed to ensure home and school are working together to support behaviour development

10.6 Playtime Behaviour

- At playtime, all staff must ensure that children go outside into the playground and do not remain in unsupervised areas. If it is wet weather and the decision (by the staff on duty) has been made to stay inside, all classes should be supervised by a member of staff.
- The member of staff on corridor duty is there to supervise children coming in to use toilets, manage any first aid and supervise children who are on a time out by class teachers
- Children should speak to an adult before entering the school building during playtimes
- All apparatus should be used appropriately in the designated areas
- Only balls provided by the school should be used on the playground
- Football is only played when the children are on the field.
- Rotas on both playgrounds should be adhered to
- Staff should have designated areas to monitor on the playground to ensure all areas are supervised. Adults should remain vigilant at all times
- All children must know the areas they are allowed to play in and should not enter the building without permission
- During wet plays only designated wet play equipment should be used (APPENDIX F)
- Class teachers should ensure children are set up for wet play before leaving the classroom.
- Children should treat all MSAs with respect and follow their instructions
- Safety is a priority. Children should not be allowed to indulge in any rough play in which they could hurt themselves or others and equipment should be used safely
- At the end of each lunchtime, supervisors will inform teaching staff of any significant incidents which have resulted in a time out.

Friendship issues often cause a lot of behaviour concerns on the playground. We need to encourage children to help themselves deal with issues as independently as possible. If they accidentally hurt a child either physically or emotionally they should be encouraged to do the following

- **Apologise and check to see if they are alright** – take them to an adult if they need help
- If you do not like what someone else is doing, tell them you do not like it and ask them to **STOP**. If they do it again, tell an adult
- If someone asks you to stop what you are doing because they do not like it, **STOP AT ONCE**

Staff – If a child tells you that they have asked a child to stop something they do not like and they have done it again, speak to both children and issue a time out to the offending child. A further offence should be reported to the class teacher or phase leader and logged on a behaviour form. It is also important to reinforce that accidents do not happen twice (see Appendix G for strategies to deal with issues on the playground)

11. Physical Intervention/Reasonable Force

We will refer to the DFE guidance April 2026 – Restrictive interventions, including use of reasonable force in school. The use of physical intervention is very rare and is best avoided wherever possible. All members of school staff have the legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others
- committing an offence
- damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from hurting themselves or others.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

11.1 Acceptable Physical Contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any questions about the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include

- To give first aid
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To support with personal hygiene (e.g. nappies)
- Demonstrating how to use a musical instrument
- To demonstrate exercises or techniques during PE or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's child protection policy
- The applicable circumstances, such as whether there are other adults present
- The individual pupil's age
- Other material factors, including but not limited to
 - The pupil has SEND OR OTHER VULNERABILITIES
 - Any alternative strategies that do not include physical contact can be used

11.2 Recording Physical contact

Where a member of staff has had to use reasonable force in school, the incident should be clearly recorded on an incident form. The written report should include

- Name of pupil and staff involved
- Contextual information of the child
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, any triggers, any preventative deescalation techniques used, what force was used
- Explanation of why force was used
- Any support given after the event (first aid etc.)

Parents must be informed if physical intervention was used.

12. Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- The removal of a child's privileges or responsibility (UKS2 children only – short term/earn back)

Consequences will be given out on school premises or elsewhere (e.g. on a school-organised trip).

13. Online misbehaviour

The school can issue consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will be given out on school premises.

14. Zero-tolerance approach to sexual abuse and misconduct

The school will ensure that all incidents of sexual harassment, sexual misconduct 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

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 child protection and safeguarding policy for more information

Appendix A

OUR SCHOOL RULES

(Discussed and contributed to by staff and children)

1. BE READY

Be ready to tackle the day ahead and all that this entails

- Be on time to school
- Make sure you have some breakfast and clean your teeth
- Have a good night's sleep
- Make sure you bring all the correct equipment into school
 - PE Kits
 - Planner
 - Homework
 - Water bottles
 - Coats
- Wear the correct uniform and make sure it is labelled
- Line up in a calm and orderly manner at the end of breaks ready to learn
- Use break times to fill your water bottle and go to the toilet so you are ready to learn
- To listen and learn
- To challenge yourself

2. BE RESPECTFUL

Be respectful to everyone in school and to the school environment

- Be polite – say please and thank you
- Be kind and use positive language and tone of voice to everyone
- Use positive body language
- Show good manners – hold the door open
- Look after your classroom, equipment, belongings
- Keep the cloakroom tidy and pick up coats when necessary
- Listen and say sorry when necessary
- Be aware of the feelings of others – try to be inclusive
- Follow the rules

3. BE SAFE

We want our children to always be safe, in and out of the classroom and in and out of the school

- Listen to the advice of adults and follow instructions
- Sit on chairs properly
- Walk around the school
- Line up sensibly in register order
- Follow the green cross code when coming to school
- Hang your coats on pegs
- Use computers safely following guidance from teachers and parents
- No bikes and scooters ridden in school grounds
- Know who you can talk to if you are worried or afraid
- No play fighting or invading people's personal space – keep your hands and feet to yourself
- Use equipment safely
- Not letting visitors into school without permission
- Don't talk to strangers
- No nuts or glass bottles in school
- No mobiles used on school grounds
- Use sun cream and wear hats in hot weather

APPENDIX B



Ladbroke Primary School
Watkins Rise
Potters Bar
Hertfordshire
EN6 1QB



INCIDENT FORM

<u>Date:</u>	<u>Time:</u>
<u>Dealt With By:</u>	
<u>Children Involved:</u>	<u>Class:</u>
<u>Incident Reported:</u>	
<u>Action Taken</u>	
<u>Reported To</u>	

APPENDIX C

LADBROOKE JMI SCHOOL **BEHAVIOUR MANAGEMENT PLAN**

Child's Name:	SEN Code of Practice:
Date of Birth:	Age:
Current Year:	Current Teacher:

Background Information

Strengths

Behaviour

Triggers

Strategies

Outside Support

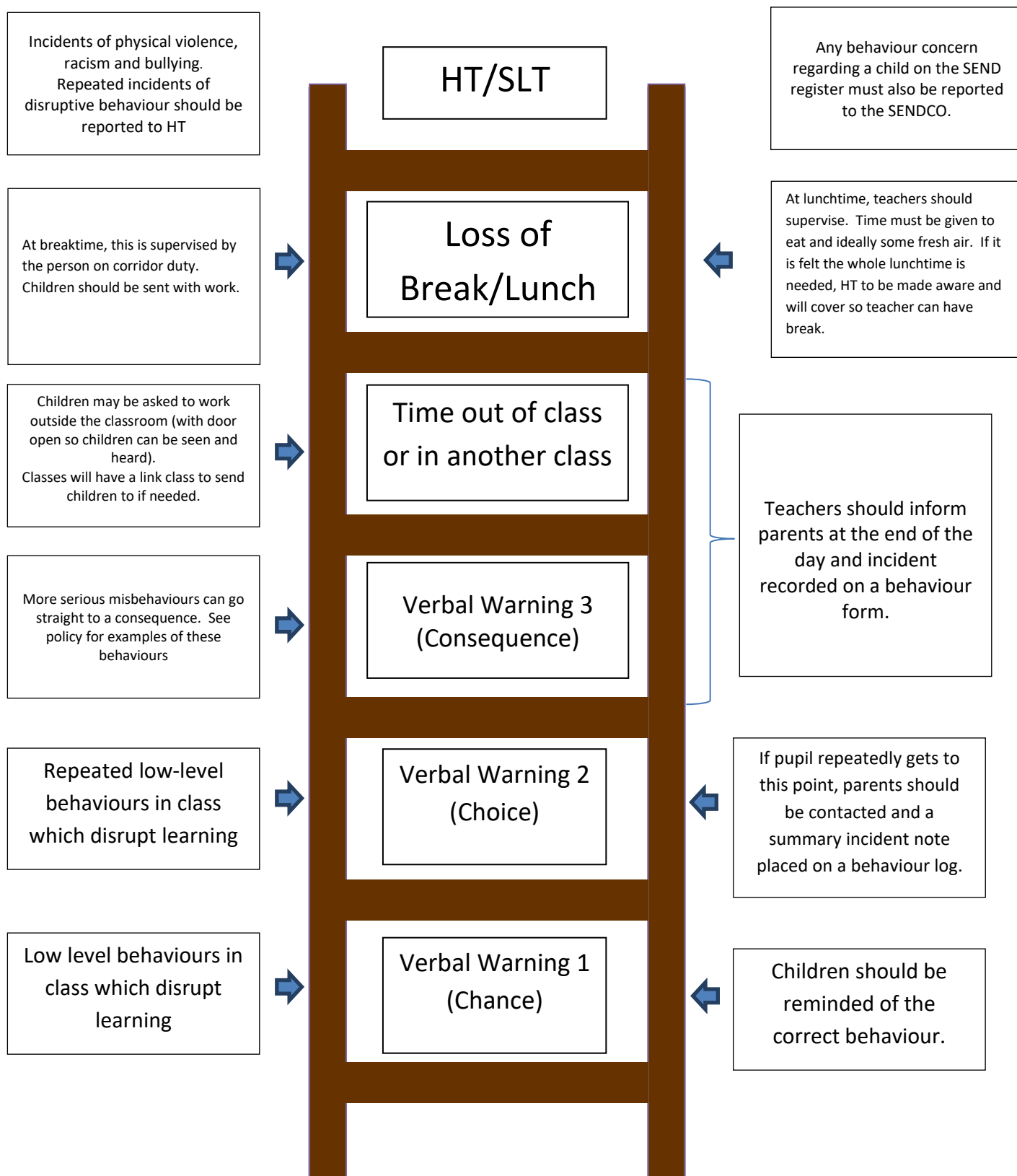
Language

Class Teacher's Signature

Parent's Signature

APPENDIX D

LADBROOKE BEHAVIOUR LADDER



APPENDIX E

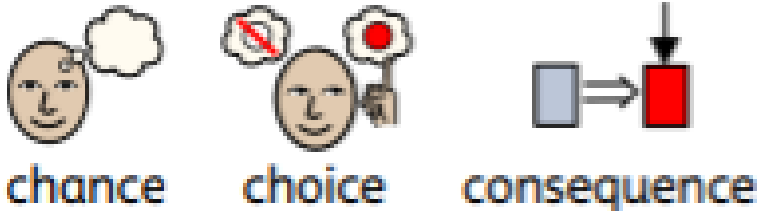
EXAMPLE BEHAVIOUR CHART

Targets

- List 1 or 2 targets for the child to focus on.
- Start with ones that are achievable and will have the most impact

DAY	Session One	Break	Session 2	Lunch	Afternoon Session
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Behaviour Strategies

<u>Reward Cards</u>	<u>Clear Behaviour Strategy</u>
	
Used when you need to spot children doing good things to keep them motivated.	Used in the classroom as a whole class strategy or for key children with specific targets
Cards are given to the children with the reward agreed and written on the front Children earn stamps for doing the right thing. This can be work related or relationship related Rewards could be individual or for the whole class if class relationships are an issue.	Children are given a chance – reminded of the behaviour which is expected of them CHOICE – Children are reminded that they now must make the right choice about their behaviour as there will be a consequence if the behaviour continues CONSEQUENCE – Refer to 10.4 Consequences

APPENDIX F

WET PLAY EXPECTATIONS

ALL CLASSES

- No use of whiteboards and pens during break times. Wet play books should be considered for this
- No running around the class
- Rooms should be orderly and calm
- No glue to be used
- No scissors in KS1 – these can be used in KS2 but if being used in an unsafe manner then they should be removed
- Tidy up before you leave the classroom to go out to play or at the end of the break
- If children are brought into class near the end of a break, do not get all wet games out play a game or read a book. Easy games to play
 - Whole class hangman
 - Times table Challenge
 - Heads Down Thumbs Up

PLAYGROUND EXPECTATION

JUNIOR PLAYGROUND

- There is no football or kicking games allowed on the KS2 playground
- Football is only played on the field when it is accessible
- The ping pong table behind the apparatus is on a rota. If no one is using it, then any child can play until a child of the nominated class wishes to play.
- The ping pong table at the end of the playground can be used by any child from any year group

THE OWL HOUSE AREA

- The Owl House and Friendship Field around it is a calmer area – no running or loud play
- If you move the furniture to play, put it back at the end
- Do not move tables in the Owl house

INFANT PLAYGROUND

- No playing in the flowerbeds especially around Y5 classroom
- Zones are in place to facilitate play activities
- Children are responsible for tidying up at the end of playtimes
- At break time and lunch time there is a rota for the apparatus

GENERAL

- When the first bell goes it means, stop playing and stand quietly ready to come into school
- The second bell means line up and BE READY to come into school
- MSA/Teacher leads class in when all in a straight line.

Appendix G

Dealing with Incidents on the Playground

<u>Incident</u>	<u>Strategies to Deal</u>	<u>Sanction</u>
Name Calling between children	Explain to the children that you will listen to both sides of the story Summarise the story they have given Explain the school rule that no name calling is allowed – refer to playground rule	Children must apologise to each other - Warning given If repeated incident - time out – record in behaviour book If name calling is racist – send to member of SLT
Cheeky or disrespectful to an adult	Explain to the child that under no circumstances should a child be rude to an adult	Time out Inform class teacher at the end of the break
Physical Violence	Explain to the child that under no circumstances should a child be putting their hands or feet on another child - refer to rule Be Safe/Be Respectful Send on time out but explain that you will come and find out what happened in 5 minutes (this will allow time for child to calm down) Establish what happened – both accounts to determine who is at fault	Time out – To cool down Call the phase leader to deal with the incident Incident recorded by MSA on incident form Copy given to the class teacher to record on CPOMS
Throwing objects	Ask the child what they are doing and what they should be doing Refer to the playground rules – which one have they broken BE SAFE Make sure it is clear what they should be doing	Warning for first offence If repeated - time out – reported to class teacher at end of break
Straying into out of bounds areas	Ask the child what they are doing and what they should be doing Refer to the playground rules – which one have they broken BE SAFE Make sure it is clear what they should be doing	Warning for first offence If repeated - time out - reported to class teacher at end of break
Not lining up correctly pushing	Ask the child pushing to step away from the line Ask them why they are pushing – there may have been an earlier incident Listen to all parties involved and decide whether they can stand sensibly or whether one needs to be moved	Warning and explain what behaviour you expect Time out – Stand child on their own and inform class teacher when they come to collect their class
Not playing games fairly	Ask all the children involved to come over and then ask one child to tell you what rules they are playing by Ask a different child who broke a rule and what rule they broke Discuss with all the children what they can do to solve these problems amicably by themselves Observe game/stay close for a while to monitor game	Warn the child that if they do not play fairly then they will be asked to sit out of the game Ensure that the child understands what rule he broke and what he should have done If repeated - time out from the game and report to class teacher If repeated again – Time out with SLT
Arguments in football on the field	Stop the game and ask the children to explain what the problem is. Remind them of the rules – BE SAFE, BE RESPECTFUL Monitor game	Give warning Time out if continues or another complaint – report to class teacher Time out SLT
Ignoring adults requests/instructions	In this situation, the best way is to give the child a choice as they then have a way of getting out of the situation without losing face	Give choice – you either do as I have asked you to or you will be sent to duty teacher Time out with SLT. Child writes letter of apology to adult. Parents informed and lunchtime exclusion
Friendships breaking up	Get all the children together. Explain that they will each get a chance to have their say but while another child is talking they need to listen Listen to all accounts or leave in designated area (round bench) to discuss problem and come up with a solution Model how to do this so children will learn to deal with these issues independently next time.	Ask the children to apologise to each other if possible and then set up a game for them all to play and monitor