

# Behaviour Policy (including Bullying and Exclusion)



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both schools

Review Cycle: Annual

Responsible for Review: EHT  
Next Review Date: September 2026

## Policy Statement

It is important that our community are aware of the expectations across our federation; **Livingstone Road Infant School** and **Livingstone Road Junior School**, regarding behaviour.

Children learn best in a safe and happy environment. All staff are collectively responsible for all children in the federation and model good behaviour. This policy provides a framework within which the whole federation operates to ensure that we have suitably high expectations of each other and that there is a consistent approach to all matters related to behaviour and its positive management. Senior Leadership Team (SLT) will closely monitor, to ensure the policy is implemented consistently throughout the federation.

## Our Expectations

We expect every child and adult who is part of our federation to follow these key basic principles. These will help ensure a happy and safe environment for everyone to flourish.

Our code of conduct is (see Appendix 2):

- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

As a federation, we believe in an open-door policy. Staff will informally share children's successes with parents during drop off and pick up times. They may also reward children who have had successful days with stickers or positive postcards, so as to support the communication between school and home.

## Our Behaviour Reward System

### Positive reinforcement

All children are expected to adhere to the Code of Conduct. We believe that it is important to promote a positive message regarding behaviour at all times and to have high expectations of all our pupils. On occasions, staff may notice a child that displays exceptional adherence to the Code of Conduct, and they will be awarded with a Gold conduct sticker.

Teachers may also have their own class reward and incentive system, and this will be shared with the children at the start of the year and be managed within class. This ensures an age appropriate and supportive system of positive reinforcement that all children can participate in.

### Weekly Celebration Assemblies

A weekly celebration assembly will be held celebrating children who have produced 'Wow Work' or have been using their 'learning powers' the previous week. **Over the year, every child should have the opportunity to share a piece of work at least once.** Parents will be invited to come and see their child be celebrated for their 'Wow Work', with a letter sent to parents on the Monday for their child's 'Wow Work' the previous week. This gives parents time to be able to make arrangements to attend the assembly.

At the beginning of each long term, the celebration assembly will focus on pupils that display consistently excellent behaviour and follow the Code of Conduct.

### House Teams Point System – Reward for Code of Conduct & Sporting events

Children throughout the federation are placed into House Teams, named after 4 local beauty spots in Dorset.

Each team is allocated a colour as follows:-

Lulworth House	Blue	Sandbanks House	Yellow
Arne House	Green	Brownsea House	Red

Children can receive house points for displaying the code of conduct expectations throughout the day and in their work for 'being the best they can be'. There will be House Point jars in every class in which the children can collect their house point. House Captains will be appointed at the start of an academic year from Rec to Year 6. These children will collate house points at the end of the week and share in the weekly celebration assembly.

At the end of every half term, the winning team will be awarded a day to come into school in their house colours.

At Sports Day, house points will be rewarded – the team with the most points, will win the House Cup!

### Marbles in a Jar – Reward for class effort and teamwork

This is a whole school incentive to reward classes with working as a team to meet our code of conduct. Marbles will be collected during the weekly celebration assembly. When enough marbles have been collected as a whole school and the 'jar' is full, a whole school reward will be awarded. The reward is chosen by each class and could include a DVD afternoon; sports afternoon; board games activities.

## Our class-based steps to support behaviour regulation

TYPE OF BEHAVIOUR	STAGE 1	RESPONSE TO BEHAVIOUR
<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Loss of focus in class/ not concentrating</li> <li>• Calling out</li> <li>• Chatting</li> </ul>		<ol style="list-style-type: none"> <li>1. Quiet reminder of Code of Conduct</li> <li>2. Redirection to engage back in/PACE Model to be used within class (see appendix 3)</li> <li>3. Quiet 30 second intervention</li> </ol>
TYPE OF BEHAVIOUR	STAGE 2	RESPONSE TO BEHAVIOUR
<p>If continuation of the above behaviours, ignoring adult intervention or escalating to:</p> <ul style="list-style-type: none"> <li>• Shouting across the classroom</li> <li>• Refusing to engage</li> <li>• Saying no to an adult / Answering an adult back</li> <li>• Refusing to follow instructions</li> <li>• Throwing or damaging resources or property i.e. ripping, scribbling on, snapping</li> <li>• Leaving the classroom without permission</li> <li>• Not coming back into the classroom at appropriate time</li> <li>• Using swear words</li> <li>• Intentionally upsetting others i.e. hiding property, teasing</li> <li>• Falling out with another child</li> <li>• Being unkind/ name calling in the moment</li> </ul>		<ol style="list-style-type: none"> <li>1. Time-in a different area for co-regulation with an adult checking in (somewhere with someone)</li> <li>2. Restorative conversation with reminder of code of conduct (at appropriate time)</li> <li>3. Parents contacted by class teacher to discuss reason for and outcome of restorative conversation</li> </ol> <p>Language – incorporate WINE statements (see below)</p>
TYPE OF BEHAVIOUR	STAGE 3	RESPONSE TO BEHAVIOUR
<ul style="list-style-type: none"> <li>• Continuation of the above unacceptable behaviours on the same day.</li> </ul>		<ol style="list-style-type: none"> <li>1. Call a member of pastoral team to support</li> <li>2. Parents contacted by the class teacher</li> </ol>
<ul style="list-style-type: none"> <li>• Continuation of the above unacceptable behaviours on a regular basis</li> <li>• Refusing to engage with an adult supporting the child to calm and regulate</li> <li>• Swearing or aggressive/threatening behaviour towards an adult or another child</li> </ul>		<ol style="list-style-type: none"> <li>1. Member of SLT to be contacted</li> <li>2. 1:1 work for child given if internally suspended</li> <li>3. Class teacher and/or SLT meeting with parents</li> <li>4. Behaviour response plan to be put in place/ reviewed</li> <li>5. Pastoral Support Plan set up (if at risk of suspension)</li> <li>6. Possible referral to outreach via Inclusion Lead</li> </ol>
TYPE OF BEHAVIOUR	STAGE 4	RESPONSE TO BEHAVIOUR
<ul style="list-style-type: none"> <li>• Fighting and/or physically hurting another child</li> <li>• Intentional racist/homophobic acts or words said towards others</li> <li>• Aggressive or violent actions with intent to cause harm to others</li> <li>• Destruction of school property caused by an aggressive act</li> <li>• Anti-social behaviour out of school when wearing school uniform or representing the school.</li> </ul>		<p>The above but possibly also need:</p> <ol style="list-style-type: none"> <li>1. Time in another area during playtime or lunch time for an agreed amount of time</li> <li>2. Longer internal suspensions (time in a different area with someone else)</li> <li>3. Fixed term suspensions by EHT (see page 8)</li> </ol>
TYPE OF BEHAVIOUR	STAGE 5	RESPONSE TO BEHAVIOUR
Continuation of the above high level, unacceptable behaviours on a regular basis.		<ol style="list-style-type: none"> <li>1. Permanent exclusion by EHT (see page 8)</li> </ol>

**Inclusive climate for all:**

For some pupils, a modified curriculum is necessary in order for them to access learning and an individual behaviour plan is necessary in order for them to be successful in school. They are still required to adhere to the high expectations the school has of all its pupils, but they will need additional support and steps in place in order to meet these expectations.

<p>Referral Stage</p> <p>A referral could be made to:</p> <ul style="list-style-type: none"> <li>• Inclusion Lead/ Pastoral Support Team</li> <li>• Senior Leader</li> </ul>	<p>The referral stage will be implemented where there is an ongoing cause for concern. It may be that there have been a number of restorative conversations that have not had the desired impact. (Parents must be aware about concerns before this point).</p> <p>The child will be raised for support by the Inclusion Lead:</p> <ul style="list-style-type: none"> <li>• If necessary, support and facilitate Restorative Conversations between the member of staff and child.</li> <li>• Agree appropriate strategies with the child and teacher (Behaviour Response Plans).</li> <li>• Monitor and review strategies.</li> <li>• Discuss both the consequences for the child if not meeting the required actions, and the positive outcomes for everyone if conduct improves.</li> <li>• If a child does not achieve the required change in conduct, a review of the Behaviour Response plan will be undertaken alongside Inclusion Lead, child and parent.</li> </ul>
<p>Behaviour Response Plans</p>	<p>A restorative conference that looks at key support and targets for the learner will take place with Inclusion Lead, teacher, learner and parent.</p> <p>Every effort will be made to encourage and support a change in the learner’s behaviour. The agenda will be:</p> <ul style="list-style-type: none"> <li>• Clarify the unwanted behaviour and the impact on others</li> <li>• Consider the learners progress and achievement</li> <li>• Address any additional learning needs</li> <li>• Consider any other difficulties.</li> </ul> <p>A Behaviour Response Plan will be created which will include:</p> <ul style="list-style-type: none"> <li>• Agree the changes that are required</li> <li>• Agree additional support required to support a change in the learner’s behaviour (possibly from an external source if not already involved).</li> <li>• Agree the role of parents in supporting the plan.</li> <li>• Discuss an element of payback/positively contributing to the school community, as part of repairing the damage that they may have caused.</li> <li>• Monitoring and review arrangements. The child will be invited to participate fully in these discussions.</li> </ul>
<p>A serious breach of the school rules, or failure to engage successfully with the above steps may lead to a fixed term or permanent suspension.</p>	

## Bullying (See also Appendix 1)

We are committed to providing a caring, friendly, non-threatening and safe environment, for all of our children.

Bullying of any kind is not acceptable and any concerns from parents or children themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

## Definition of Bullying

### 'STOP' – Several Times On Purpose

Bullying can be:

- Physical – pushing, kicking, hitting, pinching or any use of violence
- Verbal – name calling, sarcasm, teasing, spreading rumours
- Emotional – excluding, tormenting, being unfriendly
- Racist – racial or cultural taunts, graffiti
- Sexual – unwanted physical contact, abusive comments

Class teachers will teach children the difference between bullying and friendship fallouts. This will be done through a differentiated RHE curriculum across the primary federation and through opportunities such as 'Anti-bullying week', assemblies and targeted pastoral support.

It is the responsibility of all staff to be vigilant at all times and report any concerns:

- Teaching assistants and midday supervisory assistants report to the class teacher
- Class teacher reports to a member of SLT
- The SLT member reports to the Executive Headteacher

All incidents where a pupil is hurt at playtime should be recorded on Bromcom, using the initials of the children involved, so that a pattern can be identified if bullying is suspected.

Concerns from parents regarding bullying will be dealt with by a member of SLT.

They will:

1. Record the parents' concerns on Bromcom communication.
2. Investigate the alleged bullying incident.
3. Report back to the parents at an agreed time.

Actions that may be taken:

The member of SLT will speak to the pupil about the incident.

The member of SLT may arrange for the pupil to be monitored over a short period of time in order to establish the extent of the problem.

The pupil may have some support from the pastoral team, either individually or at playtime/ lunchtime.

The member of SLT will speak to the perpetrator and/or peer group. This can be with or without the victim being present depending on the circumstances.

Parents of the pupil who is bullying will also be informed and will be asked to meet with the member of SLT, to discuss an appropriate solution/sanction.

The victim's parents/carers will be informed of the actions to be taken.

Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

## Roles and Responsibilities

The **Governing Body** should:

- Set the framework of the federation's behaviour policy through a written statement of general principles which takes into account the needs of all children, including any with special needs
- Consult with the Executive Headteacher and parents before making or revising the statement
- Oversee the Executive Headteacher's sound maintenance of the behaviour at the federation
- Advise the Executive Headteacher on their views on specific measures for promoting good behaviour
- Ensure the federation follows policies to promote good behaviour and discipline among children
- Regularly review this policy

The **Executive Headteacher** should:

- Draw up the Federation's written behaviour policy
- Publicise the federation's behaviour policy once a year to children, parents and staff
- Put in place effective strategies against bullying and ensure that children, staff and children understand these arrangements

Members of the SLT have day-to-day responsibility for behaviour, with the support of the Executive Headteacher and Governing Body.

## Suspension

Across the Federation a range of strategies are adopted to prevent suspensions and to ensure that any pupil with challenging behaviour is given every opportunity to participate in everyday learning activities including:

- Rewarding achievement
- Positive behaviour management techniques
- Working with Parents

A Pastoral Support Programme and/or an individual behaviour plan may be implemented. The Inclusion Lead will seek advice from other agencies as necessary, such as:

- Inclusion Team at Hamwic
- Pupil and Parent Support
- Longspee Outreach Worker
- Educational Psychologist
- Other Outside agencies for specialist support

If a member of SLT considers that the pupil needs additional adult support to cope with the challenges that school presents, hours will be endeavoured to be sought through the EHCP process.

Parents will be informed of:

- The pupil's behaviour
- The sanctions that are being used to discourage recurrence of such behaviour
- The steps that will be taken if the behaviour continues, which may be a fixed term exclusion

A record of more challenging behaviour will be logged and monitored by a member of SLT.

**A decision to suspend a pupil will not be taken lightly; it will be done with consideration and informal investigations into the incident and will only be taken:**

- In response to a serious breach of the federation behaviour policy
- Despite additional support in place for a SEND pupil, as set out in their EHCP or behaviour plan, they were still unable to follow the federation behaviour policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the children or others in the federation

Behaviour which may result in exclusion includes:

- Extreme and deliberate physical aggression to children or adults
- Deliberate destruction to equipment or property
- Persistent disruptive behaviour
- Extreme verbal abuse
- Absconding from the premises
- Possession of inappropriate substances e.g. lighter; cigarettes, vapes, weapons, alcohol or drugs
- Other behaviour which the EHT considers to be serious, e.g. Bullying involving blackmail

In determining the need and duration of any suspension, the EHT will consider:

- The age of the pupil
- The health of the pupil
- The previous behaviour record
- Any circumstances unique to the pupil, e.g. EHCP, SEND, Child Protection, Cared For, etc.
- Whether parental or peer pressure may have contributed to the behaviour
- Severity of the behaviour
- Whether or not the behaviour impinged or will impinge on the day to day running of the federation
- Whether the incident was perpetrated by the pupil alone or as part of a group

Reintegration from fixed term suspension:

- A meeting will be organised with a member of SLT, parent and child
- Behaviour Response Plan to be discussed and updated in agreement with all
- A parent may be asked to co-regulate their child following the reintegration meeting to ensure a successful start to the day.
- Behaviour will be monitored and further, regular meetings to discuss progress will occur

***For further information regarding exclusions please read the Hamwic Education Trust Exclusion Policy***

## Use of Restrictive Interventions, Reasonable Force and Powers to Search

### Principles and Legal Framework

At Livingstone Road Primary Federation, we are committed to maintaining a safe, respectful and inclusive environment. In rare and exceptional circumstances, staff may need to use reasonable force to prevent serious harm. All practice is aligned with [Restrictive interventions, including use of reasonable force, in schools \(Department of Education \[DfE\], April 2026\)](#).

All staff have the legal power to use reasonable force, as a last resort, in limited circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others;
- Committing a criminal offence;
- Damaging property;
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

**Force must never be used as a punishment.**

### Definitions

For the purposes of this policy the following definitions have been taken from the DfE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the DfE Restrictive interventions, including use of reasonable force in schools, guidance April 26. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

The following definitions have been agreed by The Hamwic Education Trust:

**Physical intervention:** the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

### **Seclusion:**

- may only be used to manage immediate and serious risk
- must be necessary, proportionate and time-limited
- must be supervised at all times
- must be recorded and reported as a significant incident

Seclusion must never be used as a sanction or consequence.

### **Prevention, De-escalation and Least-Restrictive Practice**

Our approach is prevention-first: restrictive interventions are used only when absolutely necessary.

Staff must always:

- attempt de-escalation before using force
- use the least restrictive option
- use any intervention for the minimum time necessary

Staff are trained in proactive and relational regulation strategies to reduce the need for restrictive interventions.

### **Statutory Recording and Reporting Duties**

We have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

### **Recording incidents**

Our Federation has a clear process in place for recording the incidents listed above. All staff will record uses of any restrictive intervention using the online Hamwic notification system.

Staff must record incidents, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

**For significant incidents involving force**, seclusion or physical intervention we will record:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Completed reports will be kept securely and retained in line with our data protection procedures.

### **Reporting incidents to parents/carers**

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There is only one exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides

When we report **significant incidents involving force, seclusion or physical intervention** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

### **Following up with parents/carers after an incident**

Parents/carers will be invited to have a follow-up discussion about the incident and review the current behaviour support plan in place and amend where appropriate. Reviewing and amending the behaviour support plan will consist of:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

### **Governance, Oversight and Monitoring**

The Senior Leadership Team and Local Governing Committee will:

- review data on all use of force, restraint and seclusion
- monitor for trends, disproportionality or training needs
- ensure compliance with statutory recording and reporting

Governance oversight is a requirement under the April 2026 guidance.

Time is set aside in reviewing the effectiveness of any de-escalation strategies and handling techniques identified in children's behaviour response plans alongside the school Inclusion Lead. The techniques used seek to avoid injury; however, it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people and pupils safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map.

We endeavour to work closely with the Local Authority (LA), Educational Psychologist Service and Social Care in ensuring that pupils' needs are addressed and advice is considered / implemented.

Our key principles are:

- Physical Intervention (PI) and restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert / de-escalate.
- Any physical intervention will be **REASONABLE, PROPORTIONATE AND NECESSARY** – in the pupil's and staff's best interest (**DfE Reasonable Force Guidance**)

- Where there is an element of foreseeable risk, this will be assessed and, where possible recorded.
- Parents / carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- If and where pupils require a physical intervention, an individual Behaviour plan, incorporating positive handling, will be developed after the first incident. This will identify agreed strategies, non-verbal, verbal and physical support that will help the pupil learn, develop emotional and socially.

## Appendix 1

Detail to support page 7 of main Behaviour Policy

### **Definition of Bullying:**

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

There are four key elements to this definition, hurtful, repetition, power imbalance, intentional.

Across the Federation, the children will learn the acronym

**STOP- Several Times On Purpose**, as a way for them to understand if a child is showing bullying behaviour or not.

Bullying can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional/Social** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, lying
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Racist bullying** - any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

### **Expectations of All Stakeholders**

#### **Staff Members**

All staff members will receive training on the implementation of the Anti-Bullying policy and any new updates as they occur.

All staff members in our federation take all forms of bullying seriously, and seek to prevent it from taking place. Strategies used across the federation to prevent bullying taking place include regular STOP assemblies, peer mediation training Y4, PHSCE lessons, Anti-bullying week and E-Safety day. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

#### **The Role of Parents/Carers**

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact a member of SLT immediately who will follow the federation's line of enquiry as set out on page 7. If parents remain dissatisfied, they should follow the federation's complaints procedure, which is available from the federation office and on the federation website.

Parents/carers have a responsibility to support the federation's Behaviour policy and actively encourage their child to be a positive member of the federation. Parent/carer representatives will be invited to attend any Anti-Bullying meetings to provide input into how to move the federation forward in its response to any incidents of bullying when planned.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or the child's parents.

### **The Role of Pupils**

During the federation year the pupils will learn about the different types of bullying and how to manage a situation if they think they are being bullied. They will learn about STOP through regular assemblies and the national Anti-Bullying week. Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know. All pupils have been taught through lessons and assemblies that they can speak to any staff member whom they trust.

### **Equality Act 2010**

Schools must follow the Equality Act 2010. Staff must act to prevent discrimination, harassment and victimisation within the federation. If you think a child is being harassed in school you must act to prevent it.

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

*Age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national, origin, religion, belief or lack of religion/belief, sex, sexual orientation*

### **Bullying Outside of School**

The Department for Education released the following statement in regards to bullying outside of school premises: "Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the federation premises, e.g. on public transport or in a town centre." Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school "to such an extent that is reasonable."

It will remain at the discretion of the Executive Headteacher to take this matter further.

## CODE OF CONDUCT



- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

### Be **respectful**

Treat other people well.  
Be polite and use good manners.  
Listen to and follow instructions.  
Take care of our school and everything in it.

### Be **safe**

Walk around the building calmly.  
Use your calming strategies if needed.  
Find an adult to talk to if you feel uncomfortable or unsafe about anything in school, out of school or online.  
Behave in a way that keeps everyone safe.

### Be **kind**

Use kind words.  
Listen to others.  
Keep your hands, feet and unkind words to yourself.

### Be **responsible**

Be ready to listen and learn in every lesson.  
Be in the right place at the right time.  
Wear the right clothing for learning.  
Be ready with everything you need for learning.

### Be **the best you can be**

Try your hardest every day.  
Use your learning powers to help you learn.  
Think about how you can improve.  
Celebrate your successes.

**Keeping our code of conduct will result in:  
Good learning in lessons.  
Happy children, happy teachers, happy parents!**

## Our Code of Conduct



Be respectful



Be safe



Be kind



Be  
responsible



Be the best  
you can be

## Behaviour at Livingstone Road - at a glance guide



- If there is one thing we can control, it is our own behaviour.  
All adults at Livingstone Road strive to:
- Make pupils feel valued and important
  - Build warm, positive relationships and mutual trust
  - Teach students the behaviours that they want to see and celebrate this
  - Remain calm, controlled and positive
  - Never ignore or walk past learners who are struggling to regulate

### Our Code of Conduct:

**Be respectful** – treat others well; be polite; listen & follow instructions; take care of property

**Be safe** – walking around school; use calming strategies; find a safe adult if needed; behave safely

**Be kind** – kind words; listen to others; kind hands; kind feet

**Be responsible** – listening & ready for learning; right place at right time; school uniform; be ready

**Be the best you can be** – try your hardest; use learning powers; think about improvements; celebrate

### Incremental strategies:

Redirection (gentle nudge).

The quiet reminder (refer to code)

The quiet caution (consequences)

30 second intervention

Reflection time Time-out/ Removal from classroom (with SLT IF NECESSARY)

Restorative conversation

Referral for support

Restorative Conference

Serious or persistent breach of rule

### Useful phrases.....

'I understand that you are feeling...'

'I can see....'

'I need you to.....'

'Be that as it may.... but I still need you to'

'I hear you... however....'

'Whenever you are ready.....'

### 30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

"I notice that you are having trouble with....."

"It was the rule about....."

"You have chosen to....."

"Do you remember yesterday/last week when....." "That is what I need to see today. Thank you for listening"

Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend energy on returning learners to their learning.

### Recognition and rewards for effort

Remember - a quiet word of personal praise can be as powerful as a larger, more public, reward.

- Gold conduct stickers
- House Points
- Marbles in a jar
- Learning Powers
- Worker of the Week

### Restorative Conversations

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Appendix 3: Script examples to support behaviour regulation:

<p><b>Redirection</b></p>	<p>A gentle nudge in the right direction, always delivered with warmth and with high expectations.</p> <p><i>'I wonder whether .....</i></p>
<p><b>Quiet reminder (this may be repeated where necessary.)</b></p>	<p>Where children need reminding of the code of conduct, a discreet, 1:1 verbal reminder will be given. This should be preferably side on and at eye level at an appropriate distance.</p> <p>I notice that when you are..., How can you show that you can be safe/kind/responsible/respectful/the best you can be.'</p> <p>A gentle approach, personal, non-threatening, preferable side on and at eye level at an appropriate distance.</p> <p>Remind the child of code of conduct related behaviour or action from the class charter they are forgetting.</p> <p><i>'I notice that you are finding it hard to .....</i> ' <i>'When you are..... (not listening, walking around, calling out), it is a reminder about being: safe/kind/responsible/respectful/the best you can be, you aren't keeping to.'</i> <i>'I wonder whether you remember yesterday/last week when you were (positive comment).....'</i> <i>'That is what I need to see today.'</i></p> <p>The child has a choice to do the right thing. The child will be reminded of their previous good conduct to prove that they can make better choices.</p>
<p><b>Co-regulation with an adult. Name it to tame it.</b></p> <p><b>(This maybe the additional adult in class not the adult leading teaching.)</b></p>	<p>Continuation of being unsettled</p> <p>A calm, co-regulation strategy, this should be done in a quiet place in the classroom if possible or just outside the classroom i.e. in shared area, playground, under canopy.</p> <p>Adult to:</p> <ul style="list-style-type: none"> <li>• Acknowledge the child's difficulty – I <b>imagine</b>..... I <b>notice</b>....</li> <li>• Name their feelings</li> <li>• Accept feelings but still limit the behaviour. I <b>wonder</b> whether you could see</li> </ul> <p><i>"I notice that you're having difficulty ....., I'm wondering if that is because you're feeling ... (worried, upset, angry, frustrated.....)? It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour)."</i></p>
<p><b>Restorative conversation</b></p>	<p>Not for every, but for incidents, when the relationship has been broken down and when behaviour has fallen below what is expected.</p> <p>This will take place at the soonest opportunity with whoever was taking the class. It need not take more than 5 or 10 minutes.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. Who has been affected?</li> <li>3. How have they been affected?</li> <li>4. What should we do to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol>

	(Bromcom and parents to be informed at end of the day.)
<p><b>Somewhere with Someone for co-regulation with an adult.</b></p> <p><b>(This could be with additional adult not the adult leading teaching.)</b></p>	<p>Higher level dysregulation that is unsafe (record on Bromcom).</p> <p>A co-regulation strategy, this should be done just outside the classroom ie in shared area, or in playground, under canopy.</p> <p><b>Start by naming the feeling: ‘Name it, to tame it’: Somewhere with Someone – using an emotionally available adult</b></p> <p><i>“I notice that you’re having big feelings. You’re very upset/ angry/ frustrated. I imagine It’s really hard when you have these big feelings that come over us like a big wave.”</i></p> <p><b>Breath together to calm:</b> <i>“Let’s take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth.”</i></p> <p>Adult models and breaths alongside the child (make sure you’re at a 1m distance and breathing away from each other). The rhythm of your breath will start to calm the child and they will then usually join in.</p> <p><b>Give a narrative to their experience</b></p> <ul style="list-style-type: none"> <li>• Tune in to what’s going on for the child from their perspective and it reflect back to them. I wonder, I imagine, I notice</li> <li>• Validate their experience (even if it seems completely over the top).</li> <li>• Accept the feelings they had but tell them that the unwanted behaviour is not okay.</li> </ul> <p><b>Have a restorative conversation with the teaching adult at an appropriate time (see below).</b></p> <p><b>If a child continually reaches Stage 3 over a period of time, teachers will seek support from Inclusion Lead or Pastoral Team who will look to arrange a meeting with the teacher and those involved to formulate a plan of support to ensure the behaviour does not escalate. This process may involve consultation with the parents/carers.</b></p>
<b>Somewhere with Someone support</b>	If the child refuses to engage, or if the reconciliation is unsuccessful, the teacher should call on support from other teams via internal phones who will support (record on Bromcom). Pastoral/ Inclusion Lead/ Assistant Head (AHT) / Deputy Head (DHT); should be called in first instance and will make a decision about next steps and SLT or teacher will call parents.
<b>Log</b>	A factual account of the event and the outcome – internal comments should be used to update Parents should be informed that a conversation has taken place either.