



Lillington Nursery & Primary School

Behaviour Policy September 2018

This policy was written in consultation with parents/carers, pupils and staff.

Aim

With this Behaviour Policy, we aim to:

- Have a consistent approach to behaviour management throughout the school, celebrating good/safe choices and enforcing firm boundaries when poor/unsafe choices are made;
- Maintain a respectful and stimulating environment, where teaching and learning can take place effectively;
- Have a caring attitude towards everyone, with respect and tolerance for others, irrespective of race, gender, religion, culture and ability, with equal opportunities for all;
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-regulation;
- Create a culture of mutual respect, modelled by all members of the school community, within school and the wider community.

Non-negotiables

In order to achieve our aims for this behaviour policy, all members of the school community each have a role to play and must work together.

Staff non-negotiables

All staff must:

- Lead by example, consistently modelling the Lillington Learning Behaviours;
- Use the agreed terminology;
- Have a consistent approach to behaviour;
- Work in partnership with parents to resolve behavioural issues;
- Follow the behaviour policy when dealing with any incident that is deemed as going against the Lillington Learning Behaviours;
- Deal with any incident respectfully, operating a no-shouting policy.

Pupil non-negotiables

All pupils must be:

- Respectful;
- Resilient;
- Responsible;



- Reflective.

Parent/carer non-negotiables

All parent/carers must:

- Consistently model the Lillington Learning Behaviours;
- Reinforce the Lillington Learning Behaviours with their children;
- Work in partnership with the school.

Rewards

Rewards are given throughout the school to acknowledge good safe choices. Primarily, verbal praise is integral to all that we do. However, we recognise that the pupils also need a reward to work towards. Therefore we use a House Point system which works as follows:

- Pupils receive House Point voucher for showing the Lillington Learning Behaviours;
- Individuals record these in class;
- 15 House Points = House Point certificate in assembly;
- 6 House Point certificates = Bronze certificate in assembly and a choice of rewards
- 12 House Point certificates = Silver certificate in assembly and a choice of rewards
- 18 House Point certificates = Gold certificate in assembly and a choice of rewards

In addition to this, teachers also choose one child from their class who has shown exemplary Lillington Learning Behaviours. These pupils will also be invited to Afternoon Tea with the Head Teacher.

In EYFS and Key Stage 1 class teachers have a visual peg system to record house points for individual pupils; in Key Stage 2, pupils are expected to record their house points in a provided booklet. If children lose this booklet, they have to start from the beginning.

Penalties

If making a poor or unsafe choice, which goes against the Lillington Learning Behaviours, pupils will firstly be given a discrete verbal reminder. However, if unsafe or poor choices continue to be made, the consequences or effects are as follows:

Level	Behaviour	Strategies	Penalty
A	Low level disruption/unsafe choice – having a negative impact on own learning	Reminder given. CT explains clearly what will happen if behaviour continues. (The pupil is then given time to make their choice) Strategies used in the classroom including learning break.	Verbal reflection with class teacher. Break or lunchtime to complete any work not completed in class.



B	Medium level disruption/unsafe/disrespectful choice – having a negative impact on the learning of a group or unsafe choice affects another child/adult	Reminder given. CT explains clearly what will happen if behaviour continues. (The pupil is then given time to make their choice) Strategies used in the classroom including learning break.	Break time (or when appropriate) reflection in class. After strategies have been tried, if behaviour continues move to C.
C	High level disruption/unsafe choice – effecting the learning of the class	Reminder given. CT explains clearly what will happen if behaviour continues. (The pupil is then given time to make their choice) Strategies used in the classroom including learning break.	Lunchtime reflection. Letter and text sent home to parents. 3 LTR's Assistant Head Teacher Target Card; After strategies have been tried, if behaviour continues move to D.
D	Extreme level of disruption – effecting the learning of the school – Red Card —	A warning will have been given. Strategies will be have been used. The Red card should be used as a last resort. (Red card reflection sheet to be completed by staff member who gave red card)	Automatic Internal Exclusion for the rest of the session Letter sent home. LTR- the following day. Deputy Head Teacher Target Card (pupils to see DHT- first thing, before break, at end of day)
E	Exclusion <ul style="list-style-type: none"> • 	All above strategies will have been tried.	Exclusion from school Head Teacher Target Card

Assistant Head Teacher (AHT) Target Card

- Parents come in to set targets;
- Targets set for 2 weeks;
- Teachers responsibility to comment on targets daily and send pupil to AHT;
- Parents responsibility to comment on the targets daily and ensure the report card is sent back to school;
- Parents to sign an agreement when setting targets;
- AHT to reflect with the pupil daily;
- Exit meeting with parents to review end of the report card.
- If the report card is not brought into school, parents will be contacted to bring it in as soon as possible.
- Pupil will not be able to access any clubs or after school activities whilst on the target card
- Pupil will not be able to carry out duties such as School Council representative or House Captain whilst on the target card.

Head Teacher/Deputy Head Teacher Target Card

- Parents come in to set targets;



- Targets set for 2 weeks;
- Teachers responsibility to comment on targets daily and send pupil to Deputy Head Teacher;
- Parents responsibility to comment on the targets daily and ensure the report card is sent back to school;
- Parents to sign an agreement when setting targets;
- Head Teacher/Deputy Head Teacher to reflect with the pupil daily;
- Mid-report card meeting to review progress with parents;
- Exit meeting with parents to review end of the report card.
- Pupil will not be able to access any clubs or after school activities whilst on the target card
- Pupil will not be able to carry out duties such as School Council representative or House Captain whilst on the target card.

Some pupils, for various reasons, find it difficult to follow the Lillington Learning Behaviours. Where pupils have particular barriers, we work with their parents/carers and the pupil on a positive behaviour plan which is tailored to their strengths and needs.

Out of class behaviour

Assembly – Children will be asked to move to the end of the line in which they are sitting; children will be spoken at the end of the assembly and will receive a lunchtime reflection

Breakfast club – 'Breakfast Reflection' with SLT on the following morning; 3 reflections in a half term will lead to a 2 week ban from BC

After School Club – 'After School Club Reflection' with SLT on the following session for the first 15 minutes; 3 reflections in a half term will lead to a 2 week ban from ASC. Repeated poor behaviour during a session will result in parents/carers being called to collect their child immediately, with a risk of place being removed

Corridor – children are expected to walk down the corridors and move around school sensibly, without disturbing the learning of others- follow the ABCDs

Anti-bullying

As a school, we do not tolerate bullying in any form. Every year we undertake an Anti-bullying week campaign as part of the national Anti-Bullying Week. This raises awareness of the issue for our pupils. Throughout the year, weekly assemblies focus on the Lillington Learning Behaviours. All staff are pro-active in monitoring bullying behaviour and, if displayed, dealing with them immediately.

We fully investigate all reported incidents of targeted, consistent and on-going behaviours towards pupils which could be incidents of bullying. We address the issues identified firstly by following the approaches identified in this policy. If required, we take a bespoke approach to ensuring all pupil's health, safety and emotional well-being are protected – including that of the identified perpetrator.



Fixed-term and permanent exclusions

Only the Head Teacher has the power to permanently exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed (fixed term exclusion) periods, for up to 45 days in any one school year. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school should inform parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

The role of the Head Teacher and Deputy Head Teacher

It is the responsibility of the Head Teacher to implement the school 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 children in the school.

The Deputy 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 school keeps records of all reported serious incidents of misbehaviour.

The role of the governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about



particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Head Teacher and senior leaders monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Review date:



Appendix 1:

A: Low level type behaviours:

- No reading book.
- Fiddling.
- Not doing learning.
- Scribbling on books.
- Scribbling on own things.
- Not having lunch.
- Hitting yourself.
- Day-dreaming.
- Swinging on chairs.
- Not bringing in homework.

B: Medium level type behaviours:

- Trying to get unneeded attention.
- Not talking about learning with learning partner.
- Pulling silly faces.
- Distracting others.
- Making silly noises.
- Ignoring the teacher.
- Tapping or banging the table.
- Wiping things on each other.
- Talking over the group.
- Pushing the table.
- Throwing anything across the table.
- Not doing paired tasks.
- Snatching.
- Bossing people around.
- Touching other people without their consent.
- Ripping your work up.
- Scribbling on other pupils' books.
- Wasting school resources.



- Slamming doors.
- Littering.
- Not saying thank you to the Lunchtime supervisors.

C: High level type behaviours:

- Shouting out.
- Screamng.
- Singing at inappropriate times.
- Running around the classroom.
- Climbing on equipment.
- Pulling chairs away.
- Talking over people constantly.
- Showing disrespect to the class.
- Not coming into class.
- Leaving the class.
- Throwing things.
- Having a tantrum.
- Play fighting.
- Lying.
- Running away from an adult.

D: Extreme level type behaviours:

- Swearing.
- Spitting.
- Fighting.
- Destroying work.
- Arguing.
- Hurting people- hitting, kicking, punching, biting, strangling.
- Pulling down your trousers or pants.
- Lifting skirts or dresses.
- Damaging property.
- Destroying the environment.
- Insulting people.
- Extremes of all the above.
- Trying to escape.
- Going to distract other classes.
- Bullying behaviour.

E: Types of behaviours resulting in External Exclusion:

- Having a weapon.
- Having a dangerous item.



- Serious disrespect for the school values.
- Racism.
- Setting of the fire alarm.
- Threatening or hurting staff members.
- Mental illness or physical disability taunting.
- Taunting of differences.
- On-going bullying.

Appendix 2: Penalty Chart

Level	Behaviour	Penalty
A	Low level disruption/unsafe choice <i>Having a negative impact on own learning</i> Strategies used in the classroom including learning break.	Break time verbal reflection with class teacher- break or lunchtime to complete the work.
B	Medium level disruption/unsafe choice <i>Having a negative impact on a group of children or unsafe choices which affect another child or adult</i>	Verbal break time reflection in class. After strategies have been tried, if behaviour continues move to C
C	High level disruption/unsafe choice <i>Having a negative impact on the learning of the class or unsafe choices which affect others</i>	Lunchtime reflection the next day. Letter and text sent to parents 3 LTRs =Assistant Head Teacher Target Card; After strategies have been tried, if behaviour continues move to D
D	Extreme level of disruption <i>Having a negative impact on the learning of the school</i>	Red Card – Automatic Internal Exclusion – Letter sent home. LTR- the following day. Deputy Head Teacher Target Card (pupils to see DHT- first thing, before break, before lunch, at end of day
E	Exclusion <i>Not able to guarantee safety of pupil or others or continuous severe disruption of learning</i>	Exclusion Head Teacher Target Card



Appendix 3: Weekly penalty chart

Level	Behaviour	Penalty	Names
A	<p>Low level disruption/unsafe choice <i>Having a negative impact on own learning</i> Strategies used in the classroom including learning break.</p>	Break time verbal reflection with class teacher- break or lunchtime to complete the work.	
B	<p>Medium level disruption/unsafe choice <i>Having a negative impact on a group of children or unsafe choices which affect another child or adult</i></p>	Verbal break time reflection in office. After strategies have been tried, if behaviour continues move to C	
C	<p>High level disruption/unsafe choice <i>Having a negative impact on the learning of the class or unsafe choices which affect others</i></p>	Lunchtime reflection the next day. Letter and text sent to parents 3 LTRs =Assistant Head Teacher Target Card; After strategies have been tried, if behaviour continues move to D	
D	<p>Extreme level of disruption <i>Having a negative impact on the learning of the school</i></p>	Red Card – Automatic Internal Exclusion – Letter sent home. LTR- the following day. Deputy Head Teacher Target Card (pupils to see DHT- first thing,	



		before break, before lunch, at end of day	
E	Exclusion <i>Not able to guarantee safety of pupil or others or continuous severe disruption of learning</i>	Exclusion Head Teacher Target Card	

Appendix 4: Red card reflection sheet



Appendix 5: (Pupil Voice)-Types of disrespect

- Shouting out.
- Talking over teachers.
- Not listening.
- Distracting others.
- Fiddling when the teacher is talking to you.
- Ignoring teachers.
- Carrying on with your work when the teacher is talking.
- Walking away.
- Throwing things.
- Being mean or rude.
- Giving up- showing an attitude.
- Answering back.
- Interrupting.
- Waving instead of putting your hand up.
- Swearing.



Appendix 6: (Pupil Voice)- Ways to show responsibility

- Take responsibility for what you do.
- Being quiet when someone is talking to you.
- Choosing your actions.
- Being responsible for property.
- Telling the truth.
- Respecting teachers.
- Taking care with your work and presentation.
- Good choices.
- Looking after others.
- Looking after school property.
- Taking responsibility for your own learning.
- Taking responsibility for your own actions.
- Being nice to each other.