



Lillington Nursery & Primary School

Behaviour Policy

Written: September 2020

Due for review: September: 2021

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:

Refocus

Reminder given using a refocus card. CT explains clearly what will happen if behaviour continues. (The pupil is then given time to make their choice)

Low level disruption/unsafe choice – having a negative impact on own learning

Reflection

The chosen negative behaviour has continued and so the child will be moved to the reflection table in class to have time to think about their choices.

Medium level disruption/unsafe/disrespectful choice – having a negative impact on the learning of a group or unsafe choice affects another child/adult

Redirection

The chosen negative behaviour has continued and so the child will be moved to another class to have time to think about their choices. Work must be supplied for the child by their class teacher. This is for a 20 minute period.

High level disruption/unsafe choice – effecting the learning of the class

IF A CHILD IS REDIRECTED IN A LESSON THEN THEY WILL RECEIVE A LETTER

Resolve

This step is used in extreme cases where the child has chosen to continue to be disruptive and not follow the Lillington learning behaviours. This stage includes report cards.

For continued low level disruption a green report card will be issued

For medium level disruption an orange report card will be issued and for high level disruption a red report card will be issued.

Parents come in to set targets;

- Targets set for week;
- Teachers responsibility to comment on targets daily and send pupil to Phase leader (Orange report card), Head Teacher (Red Report card)
- 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;

- Phase Leader/Head Teacher to reflect with the pupil daily;
- Exit meeting with parents to review end of the report card, this can be completed via the telephone or in person if the child has been on a number of different coloured report cards
- 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.

Reconcile

- Exclusion

All above strategies will have been tried.

Exclusion from school

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 6Rs

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 Phase Leaders

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 Phase Leaders support 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.

Additional information with regards to behaviour expectations during the COVID-19 situation

- The school is following the government guidance on social distancing. We expect pupils, staff and parents to follow this guidance. Any child not respecting this will be unable to attend school.
- Drop off and collection times will be staggered. Parents are expected to make sure children arrive as punctual as possible. Children arriving earlier or later than their stipulated time are likely to cause unnecessary health and safety risks.
- Parents must only wait in the designated drop off and collection points during their designated times.
- Parents must not congregate outside of the school gates, they must wait in their allocated waiting space using the marked social distancing points.
- Pupils and staff will be following school instructions on hygiene, such as handwashing and sanitising, this will mean an increase in this self-care behaviour.
- Children will be taught in small groups called 'bubbles'. These bubbles will have a small number of children in them in order to respect the social distancing guidance. Children will only be mixing and socialising with children in this bubble.
- Break times and lunchtimes will be staggered in order to restrict bubbles mixing. If children from different bubbles are outside at the same time, they will be designated an area for their bubble away from others. Children must not mix with children from other bubbles.

- Children and staff are expected to move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Children are expected to follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Parents / carers must not send in a child who is unwell.
- If a child is feeling unwell they must tell an adult. If they are experiencing symptoms, which may be considered coronavirus, staff must isolate them in the designated room immediately and parents / carers must be phoned and collect them ASAP.
- If a child or a member of the household is displaying symptoms of Coronavirus the school require the whole household to be tested. A child will not be able to return to school until a test is back and shows this to be negative.
- Equipment will not be shared between children.
- Toilets will be staffed in order to enforce a strict one in one out system.
- Any intentional coughing or spitting at another person will result in the child being unable to attend school on health and safety grounds.

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.
- Screaming.
- 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.
- Being dishonest.
- 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 off the fire alarm.
- Threatening or hurting staff members.
- Mental illness or physical disability taunting.
- Taunting of differences.
- On-going bullying.

Appendix 2 : (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 3: (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.