

Lomeshaye Junior School

Behaviour Management Policy

2018-2020

Mission Statement

At Lomeshaye Junior School we endeavour to provide the highest quality education to all of our pupils by creating a stimulating, safe and nurturing environment in which every child can learn and develop as they are inspired to **Aspire – Believe – Achieve.**

Philosophy/Rationale

As a school, we understand that effective behaviour management underpins effective teaching and learning. At Lomeshaye Junior School, we adopt a restorative approach to managing behaviour, believing that everyone should be treated fairly and with respect. Children are encouraged to consider how their behaviour, either positive or negative, impacts upon themselves, others around them and the wider school community. This approach is developed through the building of positive and respectful relationships and is underpinned by a shared understanding of British Values, the Rights of a Child and the attributes of Powerful Learners.

Policy Aims:

- To outline a consistent approach, a common language for behaviour management by all staff and a collective responsibility for all children.
- Building strong and positive relationships along with the reinforcement of good behaviour using restorative approaches is central to our strategy for promoting positive behaviour.
- Children are to be encouraged and helped to develop self-discipline, self-control and respect for all others regardless of their cultural, linguistic, medical, educational or ability needs.
- Adults are role models for the behaviour of the children.
- All staff receive regular training and clear induction in relation to behaviour management, including restorative approaches.
- Behaviour, expectations and values are taught throughout school and through assemblies.
- Provision of appropriately differentiated and challenging work and appropriate levels of support are central to classroom discipline.
- Bullying and discriminatory behaviour is investigated and effectively acted upon.

Our Behaviour Management Policy is in place in order to promote and maintain a stimulating, safe and nurturing environment in which to work and learn.

Our shared Expectations:

- We **ASPIRE** to be the best we can be, in a safe environment where we can all develop our talents and interests.
- We **BELIEVE** we should celebrate our differences and allow everyone to express their right to learn, play and rest.
- We **ACHIEVE** our goals and dreams by working cooperatively, showing resilience and applying our motto to everything we do.

These shared expectations were created by pupils, staff, leaders and other remaining stake holders. We believe they reflect our school philosophy and vision. Our expectations are displayed in the hall, in classrooms and in other prominent places around the school, as well as in documentation that passes between home and school. Our expectations provide the rationale for all aspects of behaviour.

These expectations are discussed with the children and the class teacher every year on entry to a new class, and regularly thereafter. They become the foundation of Class Charters, where links are made between the expectations, British Values and the inalienable Rights of a Child. This process is also completed with any late admissions to the school. To reinforce their understanding, each child completes a Home/School Agreement in their journal, which contains a contract committing the child to agree and follow our expectations. The contracts are signed by the child, the head teacher and class teacher and are taken home to be signed by the parents or guardian, thus raising awareness at home of the behaviour expected at school, and the rationale behind it. As teachers build relationships of trust and respect with their pupils, the discussion of behaviour and its impact on others will be revisited throughout the year, especially during assemblies and 'Circle Time'.

We require our pupils to uphold the same expectations when out of school and make pupils aware that they are ambassadors for our school when they are on visits and in the local and wider community. Teachers have a statutory power to have a discussion about and take appropriate action for pupil's behaviour outside of the school premise, whether that is witnessed by a staff member or reported to the school. These incidents may include when the pupil is: taking part in school related activities; travelling to and from school; wearing the school uniform or is identifiable as a pupil of this school. A teacher may also intervene at any time should a pupil's behaviour affect the orderly running of school or pose a threat to another pupil or member of the public or affect the reputation of the school.

Through this policy we hope to encourage children to recognise their rights, as well as the **inalienable, inherent, indivisible, universal and unconditional** nature of the CRC. Behaviour management, teaching and learning will make explicit links between Articles of the CRC and its relevance to the conversations and learning being undertaken. It should allow children to realise the importance of these rights and explore the potential consequences should these rights be withheld as part of the broader learning goal of the subject. Children will be able to include articles to justify decisions they make in respect of their behaviour and

learning. We also hope to ensure the children understand how these rights were developed and adapted as well as the benefit they have upon them.

Bullying

Bullying of any kind is unacceptable and we adopt a clear anti-bullying approach in school, which is outlined clearly in our anti-bullying policy. This is reinforced by PSHE and computing work and effective methods for educating pupils about bullying, anti-bullying and celebrating our school as a "bully free zone." The school follows initiatives such as "Anti-Bullying Week" to reinforce this message. Pupils who experience issues over play/lunch times will have the support of "Behaviour Ambassadors", "Playleaders" and "Restorative Leaders" who will act as buddies and who will also address incidents restoratively before lessons resume in an afternoon. Pupils will also have access to the "Seeds and Gardeners" partnership for support. Whether bullying incidents occur in or out of school all reported episodes are investigated and acted on. Although bullying is not a criminal offense some types of harassment, discrimination, threatening behaviour and communications could be. The Education Act 2011 gives teachers specific power to search for, and if necessary, delete inappropriate images or files on electronic devices, including mobile telephones in order to tackle cyber bullying. We will exercise the right to do this if necessary.

If, when a bullying incident has been reported, staff feel that an offense has been committed they must report it to the Head teacher immediately who will seek support and assistance from the families, police and/or other agencies.

Adults as Role Models

In order to support our aim of maintaining a stimulating, safe and nurturing environment, the adults in the school will provide positive role models in their use of language and in their courteous behaviour to each other and to the children. They will aim to build positive relationships with all children which is built on respect and trust.

Consistent Behaviour Management Strategy

We employ restorative practices when dealing with negative behaviour incidents in school. These are based on principles and processes that emphasise the importance of positive relationships as central to building community and restoring relations when harm has occurred. This practice holds people accountable, gives people a voice and is a fair process which involves engagement, explanation and expectation.

We manage classroom behaviour by way of the traffic light system. Attached to this are rewards and consequences. Each class must have a copy of the shared expectations and class rewards and sanctions displayed, so that pupils can clearly see what constitutes acceptable and unacceptable behaviour both in class and around school. In each class above the traffic light display will be reference to Article 28 of the Universal Rights of the Child "All children have a right to a good education" to underpin the use of the traffic light system during learning times.

Each morning, all pupils in the class begin the day on 'green' on the class behaviour management chart. Whilst a pupil's behaviour remains acceptable, his/her name stays in the green circle, which is labelled 'Good'. Should a child's behaviour supersede this, they will be moved up the traffic lights to silver and if their behaviour is exceptional they will be promoted to gold. If the pupil ends the day in either zone they will receive house points/class rewards and a special note home if they end the day in the gold zone. House points are also used to

encourage positive attitudes and learning behaviours throughout the day. However, if a pupil has to be reprimanded for any misdemeanour, his/her name will be moved to the next circle down on the chart which is coloured amber (yellow or orange). Further instances of misbehaviour will result in his/her name being moved to the 'Red' circle which is deemed as 'Unacceptable'. Displayed next to the "red light" on the traffic light display will be a reminder for pupils that being on "red" twice at the end of the day during one week constitutes a letter being sent home to parents. Lessons that are taught outside of a pupil's usual classroom, such as in the computing suite or sports hall, must also apply the same behaviour management standards and systems and relevant information about behaviour should be reported to the class teacher on the same day.

Any pupil that does not get moved to the yellow or red area of the traffic light system over the course of a term in school will become an "Always" child. This means that they are always trying to behave well and should be recognised for doing so. These pupils will have a reward collectively at the end of each half-term.

When a pupil's behaviour does not meet the shared expectations a series of warnings must take place before moving the child to "red". These warnings should take a consistent format using agreed language:

(Perspective) When you do ...

(Impact) It makes me feel ...

(Solution) What I need is during this lesson.

A child who receives three warnings during the course of a morning up to break time will be placed on red and a restorative discussion will take place during break time with the class teacher and all parties involved. The same process will be followed after break time and up to lunch with the discussion taking place at the start of lunch time. If a child is involved in an altercation over lunch there will be designated staff members identifiable by the wearing of a purple school sash, who will conduct restorative conversations with pupils over the lunch break, ensuring no learning time is lost after lunch dealing with behaviour incidents. If a pupils behaviour repeatedly falls below the expectation over the course of an afternoon and they find themselves on red a restorative conversation will take place between 3.00pm and 3.10pm involving all parties.

Holding a Restorative Conversation/Serious Incident Conversation

- Should be held privately
- Should involve all parties
- Should be dealt with by the adult that the child is with at the time of the incident occurring
- Should give the "perpetrator" and "victim(s)"the opportunity to speak and listen
- The perpetrator and victim should be questioned separately to begin with and then be brought together with the adult acting as the mediator
- Questions for the "Perpetrator" – what happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do next?
- Questions for the "Victim" – What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?

Supporting Rights Respecting Schools Agenda - As there will have been a violation of a child's rights by one or more parties the perpetrator(s) will have to acknowledge their actions and staff must balance the rights of all parties in reaching a solution.

Pupils that are engaged in restorative conversations should be logged on CPOMS with an explanation of the behaviour and they will have a text message sent home by the Headteacher in order to inform their parents of their unacceptable behaviour, information regarding this must be passed on to the schools Behaviour Lead and HT before the end of the school day. If a pupil has been on 'red' at the end of the day twice in one week, then a letter will be sent home to inform parents and request their support. If this pattern of behaviour continues for more than two weeks the pupils will be placed on report in order for their behaviour to be monitored and modified. The pupil will remain 'On Report' until he/she has stayed out of 'Red' for a full two weeks. Parents must be informed of the reasons for the report at the outset. Copies of the reports and targets should be kept by the class teacher and Behaviour Lead. A discussion relating to the pupils behaviour will take place with them at the end of each day and the week, praising positives and reviewing targets. A copy of the report should be sent home on a Friday in order for parents to be kept informed and for them to discuss their child's behaviour. This report must be signed and returned on a Monday morning to the class teacher.

Should a pupil remain on report for a longer period of time, he/she will be referred to the Pastoral and Safeguarding Support Worker, who will work with the pupil to modify and improve his/her behaviour. An Individual Behaviour Plan will also be set up by the class teacher with advice being taken by the schools Inclusion Manager and the Behaviour Lead.

In extreme circumstances of bullying, assault and endangering pupil and adult safety, the head teacher may decide to exclude a pupil, for a fixed term or permanently. The case for exclusion would take into account all the circumstances, the evidence available and the need to balance the interests of pupil against those of the whole school community.

Reinforcement

Strategies for the reinforcement of good behaviour are wide ranging and varied, the following strategies will be seen in school

- a smile,
- the use of restorative statements,
- private or public verbal praise,
- written praise,
- stickers,
- merit awards and other certificates,
- house points – only for behaviour and attitudes in and out of school,
- use of responsibilities for classroom jobs or 'monitoring' roles around the school,
- Year 6 pupils may become prefects,
- opportunities to become 'Head Boy/Head Girl' each term.

Teacher's will use strategies of their choice within their classroom to further promote and reinforce positive behaviour.

House Points, Certificates and Merits

House points, which are rewarded, are counted weekly and the winner announced in assembly. At the end of each half-term, House Point winners will be rewarded collectively at the end of each half term. Each class will also keep track of their individual house points and

display each houses progress visibly in class. Class teachers may choose to reward the winning house in their class weekly.

“Star of the week” award is given to the pupil in class that has worked hard and behaved exceptionally well during the week. Merits are awarded for good work in curriculum areas that are not rewarded by specific certificates or where a child has shown the attributes of powerful learners. Additionally, there are weekly head teacher awards which can be presented for behaviour and attitudes as well as exemplary work.

All certificates are presented during the ‘Celebration Assembly’ on a Friday. Parents are always welcome to join the assembly and the parents of those pupils receiving special weekly or termly awards are sent a text message to invite them to share their child’s success.

Any member of staff may award **one** merit award per week.

Pupils who demonstrate powerful learner attributes will be rewarded by being named in the “Powerful Book”. If a member of staff wishes for a pupil to be included in the powerful book a slip will be completed on a Thursday afternoon stating their name, class and reason and this will be recorded and read out during the Friday assembly.

All certificates are photocopied and kept in the staff office or accessed via the school T Drive.

Classroom Management and Teaching and Learning

We acknowledge that good discipline is promoted by a well-organised and well managed classroom where children are encouraged to take responsibility for the organisation of their own learning. We are committed to providing appropriately differentiated work and challenging tasks, and recognise the importance of this in promoting good behaviour.

We recognise that marking impacts upon pupil behaviour, and it is the responsibility of all staff to adopt a positive marking code, whereby comments are made to support and encourage the pupil in their work.

Power to Search

Teachers have the power to search without consent for ‘prohibited items’ including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and pornographic images. Weapons, knives and extreme or child pornography must be handed to the police. Otherwise it is for the teacher to decide if and when to return the item to parents, or whether to dispose of it.

Power to use Reasonable Force

Reasonable force means to use no more force than is needed. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force must only be used to either control or restrain. It must never be used as a punishment.

Cross Reference with the following whole school policies:

- Marking and Feedback
- Anti-bullying Policy

- Safeguarding
- SEND and Inclusion
- Presentation
- Staff Handbook

Compiled by: KH, Staff & HT	Policy implemented: January 2018
Approved by Governing Body on:	Revision Date: December 2020