

Behaviour Policy



Statement of policy intent

Schools need to manage behaviour well so that they can provide a calm, safe and supportive environment in which pupils and staff can flourish in safety and dignity. This policy, along with others, in particular the Safeguarding and Anti-Bullying policies, helps create and promote a high standard of behaviour and a warm and harmonious atmosphere in which all members of the school are valued as individuals and in which the pupils are engaged in their work and activities.

We place great emphasis on kindness and the development of self-esteem, co-operation, respect and empathy for others and self-discipline. Good relationships are vital to the successful working of our school and our expectations are high. Pupils are expected to be polite and to show respect for other people and property. We expect everyone to give of his or her best, and we value achievements of every kind, academic and non-academic. Everyone should have equal opportunity to achieve their potential.

We consider the role of parents to be crucial in developing and maintaining good behaviour. This policy gives examples of how this partnership is encouraged.

This Behaviour Policy complies with the Non-statutory Guidance in *Behaviour in Schools (2022)*.

Values and Characteristics of Learning

The school's Christian underpinning and its values and characteristics of learning are an integral part of daily life, our atmosphere and identity. The values are modelled and clearly taught in day to day interactions, assemblies, PSHE, the broader curriculum and in the choosing and training of pupils for positions of service and responsibility. These values and characteristics of learning help pupils know what makes for an environment in which staff and pupils flourish.

LCS Values

Humility
Service
Kindness
Moral Courage
Forgiveness

LCS Characteristics of Learning

Perseverance
Collaboration
Linking
Experimenting
Organising

Leadership and Management

The Headteacher is responsible for leading the creation and reinforcement of a culture of good behaviour, safety and flourishing.

The Deputy Head plays an indispensable role as a visible and experienced presence in the school and in her proactive pastoral support of a number of pupils. The Deputy Head is responsible for the reinforcement of positive behaviours in her oversight of house points and the weekly awarding of the house cup. The Deputy Head plays a significant role in the development of this policy.

The Senior Leadership Team has as a regular agenda item discussion about behaviour standards and will, where needed, play a role in supporting pupils and/or staff.

The Governing Board in its regular oversight visits and its contact with the school in a number of contexts will see and experience the school's culture and environment. They will be expected to ask questions of staff and pupils about behaviour and how good behaviour is promoted and misbehaviour addressed.

The Chair and Vice Chair of Governors, along with the Headteacher, approve this policy.

All staff play a role in providing a safe and consistent environment in which high standards of behaviour are modelled and taught. All teaching staff play a role in planning lessons well and taking into account the differing needs and abilities of the pupils.

The School Council will at regular intervals play a part in assessing and providing feedback of the pupil experience of behaviour.

The role of parents

To support the school, parents are encouraged to read the Behaviour Policy at the start of each year and to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school.

The school reinforces the partnership by keeping parents updated about their child's behaviour through, for example; certificates, the traffic light system, the comm book, verbally, by email and discussion following a Red.

School routines and customs

The following routines will help pupils to behave well (and prevent poor behaviour):

- Established classroom routines
- Established routines for moving about the school (for example "on the right" and silence on the stairs)
- Established routines for getting attention (clapping end expecting silence after the clap)

Positive reinforcement of good behaviour

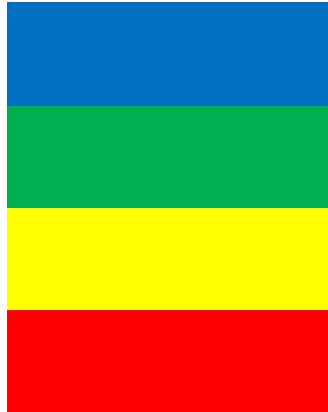
Praising and encouraging good behaviour is an important part of creating a culture of good behaviour. We recognise children for good attitudes in a variety of ways, examples of these are:

- Stickers
- Written comments/stamps on children's work
- Certificates in Friday assemblies (which parents see)
- House points
- Class Merits (10 merits for a class treat of their choice)

- A visit to a senior member of staff for commendation
- communication to parents via a blue letter, comm book, phone call or verbally

Class traffic lights system of rewards and sanctions

These posters are up in each classroom.



Whatever the behaviour of the previous day or part day, each pupil starts every day on Green. Pupils can move up or down the “traffic lights”.

Blue- Exemplary attitude throughout the day (5 house points given) Blue card slip sent home to parents.

Green- expected attitude. When **all** children in the class remain on green, or above for the whole day, the class is given a class merit.*

Yellow- Prior to being moved to yellow for low level disruption, the children will be given a reminder, then a verbal warning. (Some class teachers will provide a visual reminder on their poster to aid children) If the attitude continues, moving to yellow will mean that they miss five minutes of their next break time. Once this time out has occurred, the child moves back to Green.

Red- Whilst the records of past years show that reds are extremely rare, if children persist in disrupting their learning and that of others, following another reminder and verbal warning, they will move to red. This means that they will receive a red card and miss a break time.

A child may move straight to red from any other colour if they are responsible for a ‘serious incident’. A letter is sent to parents explaining why a Red card has been given.

Early Years

In the Early Years, a different approach is adopted so that there is no waiting time between an action and a consequence. Teachers have the flexibility to develop their own behaviour management strategies depending on the age and developmental stage of any cohort/class. An example of a response might be that a child is reminded of what appropriate behaviour is: for example, not doing what an adult has asked them to do, shouting out at carpet times. If an inappropriate behaviour continues, a child will receive a warning of a consequence if the behaviour continues. If the behaviour still continues the consequence will then come into force. An example of this would be to sit off the carpet for a few moments.

House Points

Each child belongs to one of three 'houses'. The houses are named after J.R.R. Tolkien, William Wilberforce and Hugh Latimer. Children can earn 'house points' for their house for numerous reasons, these may include:

- Moving to blue on the attitude chart (if this happens, staff use the 'Blue card slip' and an explanatory letter to write home to parents to let them know the positive attitude the child has displayed throughout the day)
- Displaying LCS's Values e.g. Kindness, Service, Humility, Moral Courage and Forgiveness
- Displaying LCS's Characteristics of Learning e.g. Persevering, Collaborating, Linking, Experimenting and Organising

When awarding House Points, whether verbally or through written comments, staff will be encouraged to use the language of the school values and characteristics of learning e.g. Thank you for lining up quietly- you are serving others in your class by doing this; thank you for tidying up your classroom without being asked- that is a very kind thing to do; You made some excellent links in your learning today; Fantastic questioning skills in your Science experiment today.



House points are placed into tubes and counted weekly. The house with the most points gains the House Cup which stays in the library with the correct coloured ribbons on it according to which house won.

There will be a display in the library and each week a new banner will fly according to which house wins the cup.

Tokens would be collected into a mini container in the classroom and then transferred by a pupil at the end of the day.

Merits

When the attitude of the whole class is green or above for the whole day, the class will receive a 'class merit'. The class merits are displayed permanently in classes. When a class achieves 10 merits, the class is awarded an activity of their choosing. Classes can also gain a class merit by achieving part of their class target if chosen by the teacher.

This can be displayed by whiteboard tally, jar of marbles, class dojo or another means chosen by the class teacher.

Sanctions

Red Cards

Red cards are issued when a child moves to the red section of the class Attitude Chart. The red card is sent home with an explanatory letter and parents are asked to sign it, discuss the issue with their child and return the card to school the following day.

If a child has received 3 red cards in a term the Head Teacher or Deputy Head Teacher will invite parents of the child into school to discuss the behaviour and that child will receive a 'report card' (see below).

Report Cards

Following three red cards in a term, a 'report' system will be used. The report card is flexible depending on the age of the child and the behaviours concerned and reasons for them but can include stars and stickers as incentives as well as clear expectations.

Corporal punishment is illegal and is prohibited for all pupils and applies to all staff; full time, part time, paid and volunteers.

See Appendix 1 for Behaviour Flow Chart

Definitions

Whilst the following behaviours are extremely rare at LCS, for the purposes of this policy, a "Serious Incident" is:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to cooperate with a member of staff
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

According to the 'Below the Radar' survey report published by OFSTED in 2014, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Staff induction, development and support

Induction

All new staff are inducted by the Headteacher into this policy and into the school's behaviour culture.

Development

The School Leadership Team will review training needs. This may be in house from experienced staff members but will also include training from recognised outside bodies. Training on the impact of SEN, disabilities, and mental health needs on behaviour will be included.

Managing Pupils Transition

Our aim is to make transitions (home/nursery into school; ER into R; R into year 1, year 2 into year 3, year 6 into secondary school) a smooth process for the children and their parents. Good transitions support good behaviour.

We develop the children's confidence to cope with the changes in a number of ways. These are set out in **The Transition Policy** and include the following:

- requesting information from previous settings
- detailed handover between teachers
- induction and reinduction into our behaviour systems and routines in the first days and weeks of the year (and term if necessary)

Support Systems

Some pupils may have a special educational need and/or disability that makes it difficult to respond to the LCS Rewards and Sanctions system. On a case by case basis and as appropriate, adjustments are made and if necessary, a system of rewards and sanctions that runs alongside the LCS system is put in place, for example extra rewards for smaller steps taken. Other adjustments that the school has used include; short planned movement breaks, adjusting seating plans, sensory cushions, adjusting uniform requirements, training in areas such as dyslexia.

Some pupils require additional pastoral support and a "chance to chat" on a regular basis. Whilst the class teacher is the primary giver of such support, the Deputy Head and other members of the SLT provide pastoral opportunities, for example lunches for certain year groups and extra craft clubs with an opportunity to talk.

Some pupils may be experiencing significant challenges at home or bereavement or may have experienced abuse or neglect. All these are likely to impact behaviour and extra support may be needed, and will be considered for example, from outside agencies or time to talk to an appropriate staff member.

Sometimes anxiety can impact behaviour. Each class in Years 1 – 6 has a "worry box" and pupils can express concerns by writing their worry and leaving it in the box. The class teacher follows this up either by talking to the pupil or by referring the worry on to the Deputy Head or Head Teacher. A note is made of the conversation and the slips are kept by the Deputy Head. Parents are notified of the worry unless it is too minor to do so or unless the Designated Safeguarding Lead deems it a risk to the child's safety.

Following a Red or more serious sanction, the Headteacher or Deputy Head will, in consultation with the relevant staff member/s, consider whether follow up with the pupil is appropriate, for example with a targeted discussion, a phone call with parents, inquiries into circumstances outside home by the Head or Designated Safeguarding Lead or considering whether behaviour management support might need to change.

Removal from classrooms

Removal from the classroom is a serious sanction that should only be used as a last resort once all other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents will be informed on the same day. The removal will be noted on integris on the same or next day.

As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations, for example SEND.

Removal should only be used for the following reasons;

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow a pupil to remain calm in a safe space

Removal should be to a space that is suitable for learning and refocus and must be supervised by a member of the teaching staff.

Any removal should only be as long as is required to re-establish safety, stability and calm in the pupil concerned. This is likely to be quite short. Longer may be needed if education is being continued but again should be as short as possible.

When it is appropriate for the pupil to return to the classroom, this should be done with as little notice as possible being drawn to the returning pupil. As soon as practicable, the teacher who instigated the removal, should have a follow up conversation with the pupil with the aim of re establishing the pupil/teacher relationship and in order to facilitate reflection by the pupil on the behaviour that led to their removal and what they can do to avoid such behaviour in the future.

The patterns of use of this sanction and its effectiveness will be monitored and reviewed by the Headteacher. Data based decisions will be made by the Headteacher and/or SLT as to whether alternative approaches may benefit the pupil/s.

Use of reasonable force

Reasonable force can be used to prevent pupils from committing an offence, hurting themselves or others or from damaging property and to maintain good order and discipline. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any specific vulnerabilities, including SEND, mental health needs or medical conditions.

Should there be an incident where reasonable force is used, the parents of the pupil or pupils involved will be informed on the same day or as soon as reasonably practicable. All such incidents will be recorded in the Serious Behaviour Incident Log.

The Physical Intervention and Restraint Policy must be adhered to.

Behaviour Outside School

Teachers may sanction pupils (in accordance with this policy) for misbehaviour outside the school premises

- on any school-organised or school-related activity
- when travelling to or from school or wearing school uniform
- when in some other way identifiable as a pupil at the school

or

behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Online Behaviour

The school treats online behaviour as seriously and in some cases (because of the intent involved) more seriously than face to face behaviour. The LCS Values and Characteristics of Learning apply equally to online behaviour. Attitude to others online is taught as part of the Computing Curriculum and in PSHE and assemblies and is part of the culture of the school. In many cases the above rewards and sanctions apply. In some cases a different approach is required. This is set out in the school's **Online Safety Policy**.

Racist Remarks

At LCS all pupils are treated equally, irrespective of race or religion. Pupils are taught to treat others as they would like to be treated themselves; i.e. fairly and with tolerance and respect for others views and rights. If racist remarks are heard:

- The pupil is reprimanded and the consequences of their behaviour discussed. A senior member of staff must be informed and a record of the incident kept in the class incident book with a copy to the Head teacher
- Parents of those on the giving and receiving end of the racist behaviour are informed of racist comments or behaviour.
- In persistent cases, parents may be asked to discuss the matter further with the Head Teacher.

Bullying

The school has a separate policy for dealing with incidents of bullying (see **Anti-Bullying Policy**).

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a safe and calm environment. Headteachers can use suspension and exclusion in response to serious incidents or to persistent poor behaviour which has not improved following in school sanctions and interventions.

A pupil may be at risk of exclusion from school for:

- Verbal or physical assault against a pupil or adult
- verbal abuse or threatening behaviour against a pupil or adult
- bullying
- racist abuse
- abuse against sexual orientation
- abuse relating to disability Persistent and repetitive disruption of lessons and other pupils' learning;

This list is non exhaustive and intended to offer examples only.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher. If the Headteacher is not available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school. A school will usually only permanently exclude a pupil as a last resort, However, there are exceptional circumstances in which a decision is taken to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met

Notification of an Exclusion:

- Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents.
- In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.
- A pupil who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- The school will also work to put in place action points for the pupil on his/her return. It is hoped that in most cases following an exclusion, the pupil will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- The Chair of Governors and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Should the Head Teacher exercise exclusion, parents will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. However, in such circumstances fees in lieu of notice will not be payable and any prepaid fees will be refunded. The school will act in a way which is fair in all the circumstances when taking decisions regarding exclusions. The review of serious disciplinary matters is governed by the Complaints Procedure.

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. Appeals should be made according to Stage 3 of the Complaints Procedure Policy.

Recording Incidents and Sanctions and Monitoring School Behaviour

There will be regular (at least annual) anonymous audits of pupils (as appropriate) and staff on their perceptions and experiences of the school behaviour culture.

The Headteacher, Deputy Head and SLT will analyse data from the following sources in order to identify problems, gaps or ways in which the behaviour culture can be improved and whether certain individuals or groups are having a less satisfactory experience than others.

The Headteacher analyses data from the following sources on a monthly basis.

These analyses inform decisions about improvements that may be required whether that be to systems, training, support, leadership and management or other improvements.

Records of “red”, “yellow”, “blue” and neutral behaviour incidents are recorded on the school data programme, ‘RM Integris’.

The school also keeps;

- a bullying log
- a log of removals from class
- a record of suspensions and exclusions
- incidents of use of reasonable force
- a log of serious behaviours
- anonymous surveys for staff and pupils on their perceptions and experiences of the school’s behaviour culture

Policy approved by the Head, Chair and Vice Chair of the Governing Board: September 2022

Review Date: September 2024

Appendix 1: Behaviour flowchart

