



Behaviour Policy

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We acknowledge that our pupils are learning socially and emotionally as well as through the academic curriculum. We therefore aim to develop their skills for managing their own behaviour. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive environment where everyone feels happy, safe and secure.

1.2 The school has a set of Golden Rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

1.3 The school expects every member of the school community to behave in a positive and considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop self-esteem and an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 As a very small school we believe in giving pupils responsibility for supporting each other across all age groups; older pupils benefit by becoming role models for the younger children and younger pupils have older children to model positive attitudes for them.

1.8 Alongside our promotion of positive behaviours, we also believe that it is important to have a set of clear boundaries for our children. This is underpinned by a straightforward system for dealing with negative behaviours

2 Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- adults praise children, referring to specific behaviours;
- adults give children individual 'rewards';
- adults give Class points for whole class reward;
- each week we nominate children from each class to be 'Star of the Week'; each 'Star of the Week' receives a certificate in the school assembly, to which parents are invited;
- all pupils have opportunities to show examples of their best work to other pupils, other adults and to the head teacher.
- parents are told informally of children's good work and behaviour;
- 'Golden' or 'Choosing' Time (sometimes used).
- Children are picked to be 'V.I.P's. This is done randomly to allow all pupils to experience it.

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- every couple of weeks, the children decide on a new behaviour target based on our Golden Rules. Those children who are noticed achieving this target will receive Superstar Slips, which are rewarded in assembly.
- a headteacher's award is given each week to a child who has worked hard, behaved well or achieved something amazing.

2.2 The school acknowledges the efforts and achievements of children, both in and out of school, for example, music or swimming certificates. These may also be celebrated in Stars Assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Below you can see our behaviour flowchart.

If a child does not follow our Golden Rules:

- 1) The adult will either give them 'a look', gesture to them (i.e. thumbs down), move the child or remind them of the correct behaviour.
- 2) If the child continues with this behaviour, the adult will give them an official 'warning'.
- 3) If the behaviour continues, the adult will ask the child to move their name to 'amber' on the traffic light. This means that in Class 1 they will miss 1 minute of their playtime and in Class 2 they will miss 5 minutes.
- 4) If the behaviour continues, the adult will ask the child to move their name to 'red' on the traffic light. This means that they will miss all of their playtime.
- 5) If the behaviour continues, the child will be asked to sit outside of the classroom to do their work and may be sent to the headteacher.
- 6) If the negative behaviour continues, the child will miss all of their playtime/lunchtime and complete a reflection exercise with the headteacher.

This will be set out in a poster in each classroom and reinforced regularly in assemblies.

There are some behaviours that may require the child being immediately moved to the red traffic light or to complete a reflection sheet. These are at the teacher's discretion, but examples may include: refusal to follow adult instructions, fighting, bad language or being intentionally unkind. This is not an exhaustive list.

At all points during this process, the child will be reminded about positive choices and in most cases will have the opportunity to work their way back to 'green'. Once a sanction has been completed, the child will move back to 'green'.

For some children on our SEND register, reasonable adjustments may need to be made to this system. These adjustments should be clear within that child's support plan.

2.4 Class teachers involve pupils in deciding on school rules and discussing them regularly. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class.

2.5 The school does not tolerate bullying of any kind. If we suspect or discover that an act of bullying or intimidation has taken place, we act immediately to investigate and to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children feel safe in school. See Anti-Bullying Policy.

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2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff would only intervene according to these and LA guidelines.

2.7 At times it is necessary to implement specific detailed behaviour plans for individual pupils. When this happens, the SENCo and the class teachers work together, keeping parents involved and informed.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, when moving around school and during assemblies and visits. There will be times when class teachers need to follow up an incident which occurs at break or lunchtime.

3.2 Adults in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Positive behaviour is modelled by adults and encouraged through circle time games and discussions and SEAL (Social & Emotional Aspects of Learning) activities.

3.3 Adults treat each child fairly and enforce the classroom code consistently. Adults treat all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and parents will be informed.

3.5 The class teacher/SENCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational psychologist or the behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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 headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children in the event of a serious act of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently

exclude a child. Both these actions are only taken after the school governors and local authority have been notified.

5 The role of parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1** 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 headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** 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.

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- 7.6 When an appeals panel meets to consider an 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.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. 'Reflection Booklets' are kept for up to one year as a record of when a child is sent to the head teacher. We also keep a record of any significant incidents that occur at break or lunchtimes.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 The governing body reviews this policy every year. 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.

10. Behaviour policy: coronavirus addendum

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Pupils will be instructed to:

- Only leave tables when instructed to.
- Not touch each other or staff.
- Respect each other's personal space.
- Wash hands thoroughly when ever instructed to.
- Line up to move around the school with 1m spacing

How we will support them with this:

- Altered routines for arriving or leaving the school (see the sub-section on 'measures for arriving at and leaving school' in the government guidance linked to above)
- Hygiene, such as handwashing and sanitising
- Who pupils can socialise with at school, including at lunch and break times
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Sharing any school equipment or frequently used items such as pencils or pens
- Breaks or play times, including where children may or may not play
- Use of toilets limited to one at a time
- No unnecessary movement around school
- Not to cough or spit at or towards any other person

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will follow the positive behaviour management procedures outlined in this policy.

However, if pupils fail to follow these rules, we will:

2.3 Changed rules

Our school rules do not need to change. The first rule is 'follow instructions' and the new measures can be incorporated into this.

From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our behaviour policy. For PE days the children can wear their kit to school.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Home Learning Rules:

- Complete all work set by the teacher
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

Child protection policy

Behaviour policy

Health and safety policy

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