



Lillington Nursery & Primary School

Behaviour Policy 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.

Roles and Responsibilities

At Lillington Nursery and Primary School, we believe that all staff, parents and carers share responsibility for managing and promoting expected behaviours for learning. In this way, children realise that the way they behave is of importance to everyone.

All children are expected to:

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space.
- Work hard and to the best of their ability at all times.
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand.
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, and all other adults who work in our school from time to time.
- Work sensibly with other children in the classroom; talk quietly and do not interrupt.
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment.
- Take responsibility for their actions and the potential for resulting consequences.
- Take responsibility for keeping themselves safe on-line and always inform an adult if they have any concerns for themselves or others regarding online activity.
- Know how they are expected to behave and understand the consequences of their behaviour and attitude to learning.

All staff are expected to:

- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence. Weave into the dialogue the phrase 'behaviour/s for learning'.
- Use language about making the right choice when dealing with less than expected behaviour.
- Be firm without being confrontational; handle situations with a degree of warmth, concern and sincerity.
- Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- Work closely with parents/carers in a discreet and pro-active manner.
- All staff present good role-models of behaviour and manage behaviour in a fair and consistent manner.
- Class teachers endeavour to ensure their children behave well at all times though explicit teaching of expected behaviours for learning at all times, in line with this policy.
- Staff record significant incidents of behaviour / racist incidents / cyber bullying and any other behaviours deemed to be a concern on the CPOMS system which is monitored and reviewed by the Head Teacher daily.
- Cover Supervisors, Learning Mentors, HLTAs and any other adult member of the school community, support the teaching staff in the above.
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents and Carers are expected to:

- Parents and carers play a vital role in promoting good behaviour and attitudes to learning in school and so effective home/school liaison is very important. Parents and carers will uphold the all policies and Home-School agreements in partnership with the school.

- We expect parents and carers to behave in a reasonable and civil manner towards all members of the school community. Incidents of verbal or physical aggression towards staff, parents/carers or children by parents/carers of children in the school will be reported to the Headteacher, who will take appropriate action. Consequences of this may include receiving a ban from the school site.
- We expect parents and carers to support the actions of the school when consequences are imposed. If they have any questions regarding behaviour, they should initially contact the class teacher.
- Parent/carers will communicate with school directly as outlined in line with school policies regarding any complaints or issues. In the first instance communication will be with the class teacher.

Governors are expected to:

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy.
- The Governors will support the Headteacher through monitoring and supporting the policy and evaluating its impact.

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 Values and 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

Rewards

There are a wide range of rewards to pick from at Lillington for those children who are demonstrating expected behaviour for learning;

- Constant feedback about behaviour
- Encouragement
- Clarifying
- Supporting
- Positive praise
- Verbal and written feedback
- Positive contact with parent/carers
- Showing work to another teacher or member of SLT
- Star of the Week
- Learner of the Week
- A smile!
- Times table badges
- Representing the school on events, trips, visits.
- Stamps/stickers

Please note this list is not exclusive or limited.

Sanctions

If making a poor or unsafe choice, which goes against the Lillington Learning Values and 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 the right 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 – affecting the learning of the class

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 are communicated with to set targets;

- Targets set for week;
- Teachers responsibility to comment on targets daily and send pupil to SLT/HT;
- 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;
- SLT/HT to reflect with the pupil daily;

- Exit forms to be completed by 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

- Pupils 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

The most serious measure for dealing with such incidents is exclusion. Under Sections 23-28 of the Education (No. 2) Act 1986 procedures are set out in the Articles of Governance. In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, usually the Deputy Headteacher. If a child is excluded for a period of less than 5 days school will provide work – it is the parent / carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents/carers with details of the Day 6 provision.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing, wearing school uniform to and from school or during social activities away from school e.g. at the weekend. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. Lillington Nursery and Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school.

Supporting Children with Additional Needs

Whilst this policy is implemented throughout the whole school, for some of our pupils this behaviour system may not be appropriate, or may need adapting. For those children for whom this is the case, parents/carers will be contacted and adjustments to the system or an individual system for that child will be put into place e.g. behaviour chart, home school link diary for these children, the provision they receive will be outlined on the School Provision Map. Should additional advice be required to support a child with their behaviour in school, outside agencies such as E.P. (Educational Psychologist) or CIASS (Communication and Interaction (including Autism) Support Service) may be contacted. In these cases, parents will always be consulted prior to this taking place. Bullying and Racist incidents Incidences of racism bullying will not be tolerated and will be dealt with very seriously in accordance with the school's Anti-Bullying Policy.

All incidences of bullying and racism are recorded on the CPOMS system. School is required to report any racist incidences to the Local Authority.

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 about the choices they have made.

Breakfast Club/After School Club – The behaviour policy is to be used during these times. If a child receives 3 reflections in a half term this 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 Values and 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.

Reasonable Force

In order to keep children, young people, families, staff and services safe, there may be occasional circumstances in which children's behaviour is so challenging that, However, there is no alternative other than to use force the use of force in managing challenging behaviour should only be used when necessary, should be reasonable and proportionate, and should always be in the best interests of children and young people.

Behaviour is always about communication. Seeking to understand what any behaviour is about is the first step in choosing an effective response.

As a school we follow the Warwickshire guidance on the use of force and physical interventions.

<https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PolicyandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf>

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, make 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: September 2022

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 of 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.