

Lumley Junior School



Behaviour Policy

Head Teacher	Mrs T. Wilson
Chair of Governors	Mr S. Forster
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Adopted by the Governing Body	February 2022
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Rationale

The Governing Body believes that positive behaviour is necessary to enable effective teaching and learning to take place and to create an orderly, caring and safe working environment in which all staff and pupils feel safe.

Aims and Expectations

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 want to encourage a calm, focused and happy atmosphere in school and to foster positive, caring attitudes towards everyone, where progress and achievement at all levels are valued.

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 caring way. It aims to promote an environment where everyone feels happy, safe and secure so they can achieve their full potential.

We aim to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community, adults and children, to behave in a considerate way towards others and uses positive language to promote positive personal and social relationships. We want to encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour and to promote physical and emotional safety by providing clear boundaries for acceptable behaviour free from disruption, violence and bullying of any form.

Our School Values

We encourage positive behaviour throughout school and model and teach positive behaviour through our 'ASPIRE' school values, namely:

- A: is for having positive attitudes and ambitions
- S: is for being spirited, safe and being successful
- P: is for being proud and passionate
- I: is for being an individual and inclusive
- R: is for being respectful, resilient and responsible
- E: is for having empathy towards others and enthusiasm

We believe that all staff at school have a responsibility to actively teach and help children to develop these core values by:

- Modelling the skills and abilities of ASPIRE directly in class, through assemblies and the teaching of the PHSE programme of study.
- Setting appropriate boundaries for children's behaviour.
- Showing respect and understanding to all those in the school community.
- Listening to children and showing empathy and understanding.
- Providing constructive feedback in an informative way.
- Using rewards to encourage the learning of appropriate behaviour; and
- Using consequences to discourage the use of inappropriate behaviour.

Responsibilities

School will

- Promote and uphold our Behaviour Policy.
- Ensure the whole school community is advised about the principles of the Behaviour Policy.
- Ensure the Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation.
- Ensure that all staff receive appropriate professional development and are clear on how to implement the behaviour policy.
- Use the positive behaviour management tools to encourage compliance with positive behaviour expectations.
- Establish a clear relationship with other school policies, such as the Anti-bullying Policy and the Positive Handling Policy
- Continue to work in collaboration with external agencies, so that the needs of all pupils are met.
- Investigate fully if someone behaves poorly and ensure that appropriate actions and consequences are implemented.
- The headteacher has the responsibility for giving fixed term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the headteacher may permanently exclude a child.
- The school uses charters created by children and adults to develop a safe, inclusive and positive learning environment. We treat all children fairly and with compassion. Each class will also use the Zones of Regulation to support pupils to begin to recognise their own emotions and to support the development of their ability to self regulate.
- Class teachers work collaboratively with their class to create class charters and are often referred to so that pupils take responsibility for them. The charters will be designed to support the learning environment and ethos within the classroom.
- Bullying and racism are not tolerated in school and are dealt with very seriously. Any allegations of bullying will be fully investigated.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Use of Reasonable Force, 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However, all staff have the authority to physically restrain a child if they are placing others in danger. – See Positive Handling Policy

Class teachers will

- Ensure that class charters are used in their class and encourage their class to behave in a responsible manner during lesson time.
- Have high expectations of the children in terms of behaviour and will strive to ensure that all children work to the best of their ability.
- Treat each child fairly and refer to the classroom charter and Zones of Regulation consistently.
- Reward good choices
- If a child does not follow the school expectations, the class teacher speaks to the child and deals with incidents as appropriate. Class teachers may use walkie talkies to call for support in dealing with more serious behaviour issues.

Pupils will:

- Be given rewards for respectful and responsible behaviour
- Follow instructions from staff and accept consequences in an appropriate way.
- Understand that they are responsible for their own behaviour
- Behave sensibly when wearing school uniform out of school.
- Respect our school and everyone in it.
- Not harm or bully anyone.
- Respect any arrangements put in place to support positive behaviour.

Parents will:

- Promote and uphold the aims and values of the Behaviour Policy
- Respect the authority and professionalism of staff.
- Ensure school staff are aware of any additional needs or personal circumstances which may result in a child displaying behaviours outside the norm.
- When necessary, attend meetings with the Headteacher or other staff to discuss their child's behaviour.
- Address issues to the class teacher in the appropriate manner.
- Work with school to support their child's positive behaviour.
- Have the right to appeal to the Headteacher and Governors if they believe the school has exercised its behaviour policy unreasonably.

Choices, Rewards and Consequences

Children are taught that they are responsible for their own behaviour. In any situation, they can make a good (happy) or bad (sad) choice. Teachers will support children in making good choices. We praise and reward children for demonstrating good choices and positive behaviour in a variety of ways. Rewards are used frequently and have a motivational role in helping pupils to realise that good behaviour is valued.

- Teachers congratulate children;
- Children earn Dojo points to work towards a shared reward
- Children are given stickers
- Head teacher awards and certificates are given out at a weekly assembly to celebrate children's achievements.

When children make a bad choice, they will be given a consequence. Teachers use their professional judgement to ensure that consequences are appropriate. Consequences will always be related to the age, experience and emotional wellbeing of the child.

Consequences can include:

- Frown
- Verbal warning
- Moving a child away from others
- Related consequence, e.g., completing work / clearing up mess
- Loss of playtime
- Written apologies
- Referral to Senior Leadership Team

- Parents informed
- Loss of 'treats' such as films, visits or residentials
- Fixed term exclusion
- Permanent exclusion

Parental / Carer Involvement:

We encourage parents to take an active part in the life of the school and believe that working in partnership is essential in establishing trusting relationships which teach all children positive behaviour.

If a child displays inappropriate behaviour of a moderate level, the class teacher will contact the child's parents / carers on an informal level. Should a child's behaviour continue to give concern, he or she may be referred to the Deputy Headteacher or a member of the Senior Leadership Team and, if appropriate, parents will be informed.

Serious incidents will be referred directly to the Headteacher or Deputy Head Teacher so that parents / carers can be contacted.

At each stage, Incidents are fully investigated, allowing the teacher to find out if there are any factors that may be contributing to the child's behaviour. Where concerning behaviour continues, in spite of all of the above procedures, and if appropriate, the child may be referred to the SENCO, who will work with the class teacher to develop an appropriate behaviour plan. This plan will be discussed with the child and the parents and will be reviewed regularly and updated appropriately. Where necessary, a referral will be made to a specialist teacher or outside agency. In very exceptional circumstances, procedures for exclusion will be initiated by following County guidelines.

Fixed term and Permanent Exclusions

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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.

If the headteacher excludes a pupil, they inform 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.

The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Governing Body has a 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 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. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Procedures following a Permanent Exclusion

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer*, pupil and LA representative in attendance. All parties should be present at the start of the meeting.
 2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
 3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
 4. The Governors, parent/carer*, pupil and the Director of Education's representative should be allowed to ask questions.
 5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
 6. All parties should have an opportunity to consider this information at this stage.
 7. The parent/carer* and pupil should be heard.
 8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer* and pupil.
 9. The member of staff should summarise the school's case.
 10. The parent/carer* and pupil should summarise their case.
 11. The parent/carer*, pupil, LA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.
 12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LA and advice from DfES Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:
 - (i) whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.
 - (ii) if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.
 13. The Clerk to the Discipline Committee will write to the parent/carer* within one school day after the meeting confirming the decision of the Discipline Committee including
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reasons for their decision, and explaining the parents/carers* right of appeal, should the decision be upheld.

* Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative

Procedures following a Fixed Term Exclusion

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

Behaviour Outside of School

The Education and Inspections Act 2006 gives headteachers the power to regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

Monitoring

The headteacher monitors 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.

Continuing Professional Development

In keeping with the School Improvement Plan, training needs will be identified and addressed. In addition, we will endeavour to ensure staff are made aware of all relevant and available training.