

LEYS FARM JUNIOR SCHOOL

BEHAVIOUR POLICY 2021

Aims

We aim to create a safe, caring environment where relationships are based upon respect and trust and to develop positive self-esteem in each child in order that they may reach their potential. We are committed to maintaining high expectations of positive behaviour through a rich, stimulating and challenging curriculum.

We actively encourage all members of our school community to read and understand our behaviour policy so that they may support us in its consistent implementation.

The aims of this policy are to:

- Promote good behaviour, self-discipline and respect.
- Prevent bullying and anti-social behaviour.
- Ensure that pupils are able to complete assigned work.
- Regulate the conduct of pupils.
- To ensure a whole school approach which is used and approved by all members of our community.

Rights, Responsibility and Expectations

Rights:

The School Council discussed our School Rights and Rules and, after talking to their classes, decided:

At Leys Farm Junior School it is our Right to:

Every child has the right to be:

1. **Be safe** (and sensible)
2. **Be honest** (use good manners, always tell the truth and use positive language)
3. **Be respectful** (treat all adults, each other, school property and the learning environment with respect)
4. **Be ready to learn** (independently, in a small group or in a class / always listen, try your best, work hard and never give up)
5. **Be happy** (kind and caring).

Responsibilities:

We expect our children to:

- Treat others with respect and dignity.
- Be ready to learn.

- Keep themselves and others safe.
- Care for property and use it safely.

Expectations:

- Learn and to achieve their potential.
- Play and learn in a safe and harmonious environment.
- Feel happy, safe, cared for and respected.
- Be treated equally, irrespective of gender, race, faith, physical characteristic or any other factor.

Other Members of Our School Community:

All members of the school community will work together to achieve our expectations by:

- Working as a team – supporting and encouraging each other.
- Providing a calm and well-ordered environment.
- Providing work that is engaging with a level of challenge appropriate to individual learners.
- Respecting the rights, values and beliefs of all individuals.
- Modelling the behaviours expected of our children, including taking a pride in the school environment.
- Maintaining positive relationships and fostering a sense of pride and belonging.
- Positively reinforcing all efforts and positive behaviours.
- Challenging all bullying, anti-social behaviour or harassment, in any form.
- Aiding the development of strategies to enable engagement in positive behaviours and relationships.

Unacceptable Behaviour

Where a child has breached the behaviour policy (once or persistently) and if the child has caused serious harm to others' education or welfare, this will be challenged through school procedures. In some circumstances it may be necessary for more decisive actions to be taken.

This may proceed immediately to consideration of more serious measures by the Headteacher (in liaison with the Learning Mentor and child's class teacher) which may include a fixed-term exclusion (suspension). In exceptional and severe circumstances, a permanent exclusion could be considered.

Any decision to exclude a child will always be lawful, reasonable and fair and will follow the *Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion – Department for Education 2017*.

Behaviours that include threatening or aggressive behaviour towards others, failure to respond to instruction, inappropriate responses, behaving in a manner considered to be unsafe and failing to respect the rights or property of others will be considered to have fallen short of what we expect from our children.

Any such incidents will be thoroughly investigated and will include all parties. All factors including context, individual factors and circumstances and severity will be considered.

Any damage to school premises or property, including books or stationery, will have to be paid for or replaced by the parents/carers of the child responsible for the damage.

Failure to do so will be referred to the Local Authority debt collectors, who will take action to ensure that monies are recuperated.

Exceptional Circumstances

The school recognises that a small minority of children may lack the maturity or self-regulation to be able to make the correct choices available to them. The school may make reasonable adjustments to support such children in line with the Special Educational Needs Code of Practice.

Rewards and Sanctions

Our emphasis is on praise and reward to recognise and to encourage positive behaviours. By recognising and highlighting positive behaviours we believe that children are more likely to engage in this type of behaviour. At LFJS, staff are aware that shouting is inappropriate and should not be used as part of behaviour management. In some circumstances, a raised voice may be used in order to be heard.

We believe that the use of **PIPRIP (Praise in Public, Reprimand in Private)** supports this.

We ask that the Home-School Agreement is signed by the child, parent/carer and the school. The Home-School Planner is an important part of liaison between all parties and supports working together as part of the wider school community.

Rewards

A whole school reward system is in place and can be supplemented by individual class teacher rewards.

Positive behaviour is promoted and reinforced through the use of:

- Verbal praise and recognition.
- Positive body language, stance and gestures.
- Class Dojo points.
- Stickers.
- Star of the Day praise pad certificates and prizes.
- Celebration Assembly certificates for maths/times tables, reading/writing, positive growth mindset/resilience.

Sanctions

A whole school approach enables behaviour to be managed consistently and fairly throughout and, in an age appropriate manner.

Low level disruption can interrupt learning. A range of strategies are used to avoid this and to support those children who require additional support.

Good to be Green (RAG – Red, Amber, Green, Gold Star system) supports our whole school behaviour management.

We encourage our children to follow our expectations and maintain high standards of behaviour. We aim for praise, reward and positive interactions to significantly outweigh negative comments, consequences or sanctions.

- **Green:** Every child begins the day on green.
- **Verbal Warnings:** Each child may receive up to two verbal warnings at this stage.
- **Yellow:** Miss 5-10 minutes of the next playtime.
- **Red:** Miss all of the next playtime/lunchtime. Parents/carers will be informed of this via their Home-School Planner or Class Dojo.

Where behaviours continue beyond this stage, the Learning Mentor and/or Headteacher will be informed and a phone call home will be made.

- **Gold Star:** Can be awarded to a child who has gone, 'above and beyond' with their behaviour choices or high quality/standard of work.

Strengths Strategies

The school will work to promote the character strengths strategies linked to storytelling. These strategies will also link closely to the Festivals of the Year so each half term will focus the whole school on certain strengths. Children will also be encouraged to identify their own strengths and will be reminded of these frequently.

Leaving School Premises

If a child should leave the school building without permission, staff should NEVER run after them as this may place the child in greater danger by doing so. They should remain calm and inform the Headteacher or Learning Mentor immediately.

In most cases the child will remain on site, stay within visual contact or return to the building. Where a child leaves the school site a clear command of, **"Stop! You are putting yourself in danger. Remember to keep yourself safe."** should be given. If the child does not heed this direction, staff should immediately contact parent/carer who will be given the option of coming to retrieve the child or to call the police. If the parent/carer cannot be contacted, the police will be informed.

The Role of School Staff

School staff will be expected to:

- Discuss school expectations with the children on a regular basis.
- Encourage and support children to follow the school expectations.
- Treat all children fairly, with respect, dignity and understanding.
- Create an effective and supportive environment for learning.
- Model behaviours in line with school expectations.
- Keep parents/carers informed of any concerns around behaviour in school.

The Role of Parents/Carers

Parents/carers will be expected to:

- Support and encourage their child to follow the schools' expectations in line with the policy.
- Engage in supportive dialogue with school and keep them informed of any circumstances which may affect the behaviour or wellbeing of their child.
- Respect the rights, values and beliefs of all members of the school community.
- Model the behaviours expected of our children, including taking a pride in the school environment, treating others with respect, courtesy and understanding.

The Role of Our Children

Pupils will be expected to:

- Treat others with respect and courtesy.
- Keep themselves and others safe.
- Care for property and use it properly.
- Be ready to learn.
- Take responsibility for their own actions.

Restorative Practice

All staff are trained in using restorative practice and have script/question cards to prompt discussion and agreement. The process will be used to improve and repair relationships between the children involved. The process focuses on: relationships, respect, responsibility, repair and reintegration.

Team Teach

Staff are trained using the Team Teach system of de-escalation and positive behaviour management.

Team Teach provides an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.

As a general rule, nobody has the right to touch, move, hold or contain another person.

However, people with a **duty of care**, which includes school staff, operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Where a child is acting in a manner that may cause harm to others or themselves or is causing serious damage to property it may be necessary to reduce risk by the use of a physical intervention. Staff are trained in such intervention which is only used in exceptional circumstances and to reduce risk.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

George Matthews – Founder – Team Teach

Any physical intervention will always be reasonable, proportionate and necessary. Parents/carers will always be informed if this has been necessary and will have the opportunity to discuss with staff.

Post incident learning will always take place where the child will have the opportunity to discuss what happened and to consider a different course of action should they experience similar situations in the future.

Links to websites used to inform and support this policy:

[Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The policy will be reviewed annually by the Governing Body.

Reviewed: November 2021