

## LEYS FARM JUNIOR SCHOOL

### GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

#### Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Leys Farm Junior School Behaviour Policies (Positive Behaviour, Anti-Bullying and Reducing the Need for Restrictive Intervention in Schools) so that they reflect the shared aspirations and beliefs of governors, staff, parents/carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at LFJS, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).

The Behaviour Policies must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

#### Our Behaviour Principles Reflect our School Values, Ethos and our Curriculum Drivers

- LFJS is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.

- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Suspension from school is a last resort. Any suspension should be issued in accordance with guidance from the Local Authority.

*This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.*

*The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.*

## LEYS FARM JUNIOR SCHOOL

### BEHAVIOUR POLICY 2024

#### 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** *every child has the right* to be:

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

##### 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.

### **Emotion Coaching**

Staff are using an approach to help children understand the different emotions they experience, why they occur and how to handle them.

The goal of EMOTION COACHING is to help children to develop internal regulation.

Internal regulation is not developed by external regulation but by RELATIONSHIPS.

**Emotion Coaching is a relational approach which develops internal regulation.**

### **Emotion Coaching 4 Step Approach:**

1. Recognising the child's feelings and empathising with them
2. Labelling the feelings and validating them
3. Setting limits on behaviour (if needed)
4. Problem-solve with the child.

### **LFJS Subscribe to the Six Principles (linked to theory) of the Thrive Approach:**

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children within our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

### **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.

### **Rewards and Sanctions**

Our emphasis is on grounded 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 grounded praise and recognition.
- Positive body language, stance and gestures.
- Stickers.
- Class Dojo points and rewards for 50, 100, 150, etc.
- Class Dojo points can be collected by the whole class:
  - 1000 Class Dojo Points – 10 minutes extra playtime and hot chocolate or milkshake
  - 2000 Class Dojo Points – Games and a special snack (of the classes choosing)
  - 3000 Class Dojo Points – Film and popcorn
  - 4000 Class Dojo Points – Extra time on the trim trail, juice and a biscuit
  - 5000 Class Dojo Points – class game of rounders' and an ice pop/lolly, etc.
- Gold Star/Star of the Day praise pad certificates can be awarded to a child who has gone, *'above and beyond'* with their behaviour choices or high quality/standard of work.
- Celebration Assembly certificates for maths/times tables, reading/writing, positive growth mind-set/resilience/handwriting and presentation.
- Headteacher's Tea Party for those who have gone *'above and beyond'* with their behaviour choices or high quality/standard of work.
- Headteacher's postcard sent home awarded to a child who has gone, *'above and beyond'* with their behaviour choices or high quality/standard of work.

## 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.

**Class Dojo Points (Red, 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. Green Dojo points are awarded on Class Dojo.
- **Verbal Warnings:** Each child may receive up to two verbal warnings at this stage.

- **Second Warning:** Miss 5 minutes of the next playtime in The Hive or removal to another classroom.
- **Red:** Miss some of the next playtime/lunchtime in The Hive. Parents/carers will be informed of this via Class Dojo as Red Dojo points are recorded.

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

**If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:**

- Removal from a favoured activity that day.
- Retraction from the right to represent the school e.g. in a sporting event, trip, visitor, etc.
- A requirement for a written apology.
- Meeting with a senior staff member.
- A meeting with parents to agree for a behaviour/reward chart to be introduced as a short-term measure and behaviour tick chart of the types of behaviour the child is displaying will be kept on a daily basis, initially for a week and then this will be reviewed.
- A lunchtime suspension, when the child will either spend time in the entrance to eat their lunch or go home for lunch (with parent's agreement), if behaviour persists at lunchtime.

### **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 Pastoral Manager, child's class teacher and parent) which may include a fixed-term suspension (exclusion). In exceptional and severe circumstances, a permanent exclusion could be considered.
- Any decision to suspend a child will always be lawful, reasonable and fair and will follow the *Department for Education and Local Authority guidance*.
- 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 act 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.

## 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 Pastoral Manager 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 via Class Dojo and phone calls home (for good choices in behaviour and if behaviour has significantly deteriorated).

## 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, including no contact with others.

### **Playtimes and Lunchtimes**

The same rights and responsibilities apply throughout the day, whether inside or outside school and are consistently reinforced by all staff.

The playground is split into clearly defined Zones including: The Ball Zone, the Free Play Zone (children have keyrings to enable them to borrow equipment from the toy shed and return it at the end of playtime, responsibly), a sensory circuit, the Wellbeing Zone (in the courtyard) and The Hive (upstairs in Room 8/the Cookery Room) which is used to promote the school rights and strengths.

A member of the lunchtime supervisor team supervises each area of the playground and promotes positive play and no contact games, under the direction of the Senior Lunchtime Supervisor.

### **Restorative Practice**

All classroom-based staff are trained in using restorative practice and have scripted 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**. This conversation should happen as soon as possible after the event, usually on the same day or when both parties are ready.

The prompt questions include:

- *What happened?*
- *What were you thinking about at the time?*
- *What have your thoughts been since?*
- *Who has been affected by what you did?*
- *In what ways have they been affected?*
- *What do you think needs to happen next?*

It will be made clear to all involved what consequences/sanctions have been put in place as part of this discussion and agreement.

### **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.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The policy will be reviewed annually by the Governing Body.

November 2021

Reviewed: November 2022

Reviewed: March 2024