



## Lymington Junior School Behaviour Policy

### Philosophy

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 school whose values are built on mutual trust and respect for all. This policy aims to promote the way in which all members of the school community can live and work together in a supportive manner in an environment where everyone feels happy, safe and secure.

### Principles

We encourage good behaviour by

- Promoting an atmosphere of mutual trust and respect
- Modelling appropriate behaviour
- Recognising and rewarding good behaviour as a means of developing kindness and co-operation
- Encouraging all members of the school community to take responsibility for their behaviour and the consequences of their own actions
- Exploring issues related to social and emotional behaviour in whole school, year and class groups
- Effectively discharging our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.
- Following The LJ Way

### The LJ Way

As a member of The LJS community we:

- Take responsibility for our actions and choices
- Try our best in everything we do
- Are kind and helpful
- Show respect for everyone and everything
- Help others to follow the LJ Way

The LJ way has been developed by all members of the school community. It is a list of simple statements that everyone is aware of and knows applies to all situations whether in or out of school.

This policy is not about enforcing rules. It is a means of promoting good relationships so that people can work together to create a positive learning environment where everyone can learn.

**We expect every member of the school community to follow The LJ Way.**

### Procedures

This policy relies on the consistent application of several procedures and an attitude of positive reinforcement and expectations towards behaviour:-

#### 1. Rewards

- Praise for appropriate behaviour as it occurs.

- Use of stickers/house points as rewards to recognise children's efforts (usually 1 housepoint for 'good work/effort' and 2 housepoints for 'good work/effort' leading to a Headteacher's award).
- Informal communication with parents to inform them of good behaviour.
- Nomination of one child from each class to be the 'Child of the Week'.
- Weekly Golden Time in recognition of effort and remembering The LJ Way.
- Headteacher awards to celebrate special effort, work or behaviour.

In addition year teams may devise class or year group rewards with the children within any one academic year. These may be in the form of team stars, points etc as ways of encouraging an individual and team approach to positive behaviour. These systems will usually lead to an earned reward negotiated with the children.

### **Sanctions**

*To be applied as appropriate to each situation taken on its unique merits - a rigid approach to behaviour management fails to meet the complex needs of a thriving school environment. A common sense, fact based approach is **always** required with the intention of addressing issues, while modelling positive solutions.*

- Use of clear verbal warnings with a reminder of the expectations of the LJ Way
- TA/Teacher to use distraction tactics/move to provide guidance so a situation does not escalate - deescalate wherever possible
- Separating the child within the class, moving them away from the distraction/situation
- Year team working to support each other and the children when behaviour is challenging - sending children through for quick time out/chat or reporting against behaviour targets
- Deduction of 5 minutes Golden Time - **follow up conversation to include how a proportion of this lost time could be earned back**
- 10 min time out in another class - must explain reasons why
  - NB: Contracted adult to see children into reciprocal class to ensure child's calm and safe arrival
- Class teacher informing parents of unacceptable behaviour and discussing joint approach to dealing with behaviour - i.e. Personalised charts, small targets etc
- For serious incidences referral to:
  1. senior teacher
  2. Deputy Headteacher/Assistant Headteacher
  3. Headteacher
- Deputy/Assistant Headteacher or Headteacher contacting parents to discuss inappropriate behaviour and working with class teacher and parents to resolve difficulties

Senior Leaders will monitor loss of golden time.

After 1 hour total loss, teacher to meet with parent/carer to discuss behaviour and agree strategies to prevent further occurrences.

After 2 total hours this will escalate to a meeting with senior leader.

**We would expect within the classroom context that most incidents of poor behaviour will be resolved through warning, minor sanction and then the positive opportunity to put things right.**

In some extreme cases of inappropriate behaviour the Headteacher may decide to exclude a child from school for a fixed period or permanently. This measure would only be used in extreme cases and in line with county and national guidelines.

### **Lunchtimes**

At lunchtime the supervisory assistants are able to give lunchtime stickers and house points to children who remember to follow the 'LJ Way'.

Supervisory assistants are responsible for informing teaching staff of any incidents of inappropriate behaviour that may occur over lunchtime so that they may make a decision about any further intervention. The Deputy Headteacher meets the supervisors termly to monitor standards of behaviour.

### **Bullying (see separate Anti-Bullying Policy)**

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time on purpose. Bullying is unkind and results in worry, fear, pain and distress to the victim/s.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence • Racist racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse; Mobile threats by text messaging & calls; Misuse of associated technology, i.e. camera & video facilities

### **Bullying is Not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

The school does not tolerate bullying of any kind. When an act of bullying or intimidation is reported we act immediately to stop any further occurrences of the behaviour and support all parties involved. We do everything in our power to ensure that all children attend school free from fear. Please refer to the anti-bullying policy for more information

### **Working with Parents**

The school works collaboratively with parents through a shared partnership approach to ensure children receive consistent messages about how to behave at home and in school. We aim to involve parents by

- Sharing expectations of behaviour
- Explaining the LJ Way in the school prospectus
- Consulting parents when new initiatives are introduced
- Working closely with parents to support children who have difficulties in managing their own behaviour through our Parent Support Advisor
- Offering additional support through other agencies when appropriate.

If parents have a concern about any issues in relation to behaviour, the first point of contact is the class teacher. If there are ongoing concerns, these should be discussed with the Deputy Headteacher or the Headteacher. In any event where a parent has been asked to meet the school to discuss behaviour there must be clear processes for keeping them informed in the future of the progress of their child. This could be through a home-school communication book or a report card. Success criteria and the progress against these should be clearly tracked so there is no misunderstanding from the parent, teacher or child.

### **Recognising when children need further help**

We acknowledge that some children may need further help in keeping the LJ Way. The whole school emphasis on establishing good relationships with every child ensures that the underlying reasons for some unacceptable behaviour may be recognised and understood.

In certain cases where such behaviour is persistent or extreme, it may be necessary to work with the class teacher, parents, special needs co-ordinator (SENCO) and Headteacher to agree on an individual behaviour plan. Outside agencies may also be consulted with parental agreement.

### **Guidelines for Staff**

We recognise the importance of a consistent (but not inflexible) approach and will:

- Understand that Quality First Teaching and Learning prevents most incidences of poor behaviour. What can YOU do to make learning irresistible?
- Always remember you are dealing with children and that you are the adult - as human beings poor behaviour can be annoying and or distressing. **DO NOT deal with a child when genuinely cross, let a colleague help.**
- Remain non-judgemental; listen to the children's point of view and consider what flash points or stresses may be causing problems. Always allow a child a way out with dignity.
- Prevention is better than cure - ensure known triggers have been eliminated as far as possible - **DO NOT SET CHILDREN UP TO FAIL.**
- Keep your body language positive; eye contact, open gestures and come down to the child's height.
- Remember to catch children being good rather than looking for faults.
- Establish clear routines for all times of the day, both at a whole school and class level.
- Establish clear lines of communication with all staff to ensure they are familiar with routines.
- Use visual timetables and verbal reminders to ensure all children know the routines.
- Ensure the layout of the classroom is conducive to good behaviour
- Ensure all tasks set are well matched to the children's needs.
- Ensure there is balance and breadth in the curriculum so each child has an opportunity to work in his/her area of strength.
- Support each other, talk about individual cases to gain support, perspective and new strategies.
- Use the SLT to support you - it is not a failure to find a child challenging
- When dealing with a challenging child regularly; ensure you identify each day something positive about them - your mental attitude is communicated to children and can vastly impact upon how they interact with you.
- Ensure all staff are familiar with school policy, including new staff and supply teachers.

This policy should be read in conjunction with the following documentation:

- SEN Policy
- Child Protection Policy
- Restraint Policy

- County Guidelines on Exclusion
- Anti-Bullying Policy

**Monitoring**

The senior Leadership Team keep a record of any serious incidents that are brought to their attention and discuss behaviour across the whole school regularly as part of their meeting schedule. The Headteacher maintains a record of any pupil who is excluded from school.

The Headteacher monitors the effectiveness of this policy in the light of all school policies, in particular the Equality & Diversity scheme. The Headteacher is responsible for reporting to the governing body on the effectiveness of the policy and makes recommendations for further improvements. It is the responsibility of the governing body to ensure that this policy is administered fairly and consistently.

**This policy is reviewed annually**

**Last adopted: September 2019**

## Record of Loss of Golden Time

Name	
Date	
Class	
Time lost this week	
Time lost in total	
Reason for loss (mark separate incidents clearly)	
SLT notes	

After 1 hour total teacher to meet with Parent/Carer

After 2 hour total Senior Leader to meet with Parent/Carer