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Gedney Church End and Luton St. Nicholas Federated Primary Schools

Behaviour Management Policy

Mission Statement

"In our schools we aim to welcome all children into a caring environment in which they are able to develop their full potential and in which attitudes of mutual respect and responsibility are promoted. We welcome close links between the schools, home and the wider community."

Date of policy: January 2021

Date adopted by Governors: January 2021

Review Date: January 2022

Behaviour Policy 2020 Covid-19 Addendum see Appendix 4

The Governors of Lutton St Nicholas and Gedney Church End are determined to make sure through this Behaviour Policy that the schools manage all aspects of behaviour to guarantee a positive working environment at all times, in which pupils feel safe, valued and respected. We firmly believe that good discipline is essential for good education and therefore take a zero-tolerance approach to behaviour which is disruptive or anti-social.

The Governing Body and the schools' senior leadership team will support actions by staff on all occasions to manage behaviour through the sanctions set out within this policy, including exclusion where necessary. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (2014) and "Exclusion from maintained school, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion" (2012).

The Federation firmly believes that all children deserve every opportunity to learn in an encouraging, safe environment. We have very high expectations of behaviour which results in a school environment that is very calm, productive and positive. There is an expectation that all parents will support the school in maintaining this high standard.

Aims and Objectives

- To ensure consistency of approach
- To ensure that all staff, children and parents/carers know the school's expectations of behaviour
- To ensure that all staff, children and parents/carers are clear about procedures for promoting positive behaviour and sanctioning poor behaviour
- To promote behaviour that is conducive to learning

Equal Opportunities

The Federation expects every member of the communities to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way. All children will be treated equally regardless of need. This policy promotes equality for all and aims to eradicate extremist views.

Our Values

Our values encourage all stakeholders to display the behaviours expected of our schools' communities.

We believe that the following values are what make us who we are and as a result we expect all pupils, parents, staff and governors to abide by them:



Staff actively seek opportunities to praise and reward children for displaying these values. These values are discussed in assemblies and are clearly visible on displays.

Within The Federation we;

- Are always positive when speaking to each other
- Do not raise our voices
- Always look for a solution rather than a problem
- Ensure that children are given behavioural reminders and opportunities to make appropriate choices
- Have a clear line of responsibility –
Lutton St Nicholas:
Class teacher, Assistant Headteacher, Headteacher
Gedney Church End:
Class Teacher, Senior Teacher, Headteacher
- Adopt a 'walking quiet talking' approach to travelling around the schools. This is to ensure that all pupils and adults are moving around the school in a safe, sensible and orderly manner, ensuring maximum safety at all times as well as maintaining an excellent environment for learning
- Do not accept any form of harm to others or extremist views

Strategies for Promoting Positive Behaviour:

Praise is the most effective strategy in promoting good behaviour, self-discipline, displaying the school values and showing respect to others. Praise should be freely given and specific – e.g. “That piece of work is wonderful because you have tried really hard to improve your handwriting.” Praise should be evident in the following forms:

- Verbal
- Stickers
- Written feedback
- Referring a child to another adult to share their work
- Sharing positive messages about behaviour and learning with parents/carers through Class Dojos, phone calls and informal meetings and post cards home

Dojos

Every class uses ‘Dojos’, which is an online reward system. This system allows teachers to give points to individuals, groups and whole classes for displaying effective behaviours for learning, a high standard of work or good discipline. When awarding dojo points, staff should praise the child and link this to the particular value that the child is displaying. In addition, children in the Early Years Foundation Stage will be rewarded Dojos for; displaying the school’s values, sitting on the carpet, tidying up, being on task and completing tasks that encourage independence.

It is important to note that Dojos are never taken away as they should promote self-esteem and positively reinforce good behaviour.

To maintain the value of Dojo points, only one point should be awarded at any one time.

At the end of each half term, any child with 200+ Dojo points earns a sticker on an individual certificate. This will be a bronze, silver and gold chart and the combined total will be 30 weeks, enabling each child the chance to reach gold. On reaching gold, a child earns a badge of distinction and a prize from the gift box.

Lunchtime Awards – whole class Dojo points can be given for lining up, manners and behaviour.

Sanctions

In order to ensure a consistent approach, the following sanctions should be used:

Stage 1 – Verbal reminder

Stage 2 – Name moved on the warning board

Warning Board

All children start each session on **GREEN**

Verbal warning: child's name moves to **AMBER**

If the child's behaviour improves their name moves to **GREEN**

If the child's behaviour does not improve their name moves to **RED**

Stage 3 – **RED** - Loss of play time – Place of Thought (POT)

Stage 3 EYFS – Loss of 5 minutes of play time – Place of Thought (POT)

Stage 4 – Time out of class with Senior Teacher, Assistant Head or Head Teacher with work to complete – TA to accompany movement from class

Stage 5 – A child who has regularly had time out of class or has been placed into the POT on three regular occasions, should be placed on a behaviour report. This report will be shared with parents daily.

Stage 6 – Assistant Head/Head Teacher involvement with parents with the possibility of lunch time, fixed term or permanent exclusion

In some instances, a child may need to miss some of their play time in order to complete work to an acceptable standard if this has not been done in the lesson. When making such considerations, teachers will use their judgement of what the child is usually able to do in the time given and will organise appropriate supervision.

A warning board should be displayed within each classroom - visible to children. Teachers use their judgement to place names on a warning and move down the sanction list if negative behaviour continues.

It is important that children are given a clean slate after each break time in order to give them the opportunity to display positive behaviours.

Certain behaviours warrant an immediate 'drop down' to stages 4-6. These include:

- Wilful harm of another person (physical or verbal)
- Inappropriate language
- Racist or homophobic incidents
- Overtly refusing to comply with staff
- Bullying
- Theft
- Vandalism

This is not an exhaustive list and there may be other situations where it is deemed necessary to involve members of the leadership team. Children will not be detained for poor behaviour outside school hours.

Classroom Expectations

School rules (Appendix 3) will be discussed at the beginning of each half term. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

School rules are to be displayed in class and around the school premises.

Place of Thought (POT)

Place of Thought (POT) is used as a sanction. This will be managed by senior members of staff and children will be expected to either complete work from the previous lesson, sit in silence or write a letter of apology to the appropriate staff member (dependant on age and ability).

A 'POT' record book will be used to record names and the reasons for the sanction – this will also be recorded onto the schools' management systems.

Parents will be notified of the sanction via a standard letter, which must go home on the same day.

LSN POT	GCE POT
Managed By:	Managed By:
Assistant Head Head Teacher	Senior Teacher Head Teacher
EYFS/KS1 – Penguins Class KS2 – Dolphins Class	Jaguars Class

If in the very rare situation a senior member is off site, the POT will be managed by the class teacher.

Anti-Bullying

Please refer to our Anti-Bullying Strategy for further information about how we respond to incidents or allegations of bullying.

Discipline off the school site.

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. Therefore, no

accountability will be taken by the school for misbehaviour that occurs between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school we may become involved.

Behaviour during after-school clubs may be dealt with in the same way as any school based activity if a teacher is present. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

Exclusion

The decision to exclude a pupil will be made in the following instances:

- Following a serious breach or persistent breaches of the school's behaviour systems
- In instances where allowing a pupil to remain in school could seriously harm the education or welfare of pupils and others in school
- Exclusions could be for a fixed term period e.g. 2 days or permanent. The school may also decide to exclude a pupil internally or to exclude them from lunchtimes if necessary.

The Federation follows 'The National Standard List of Reasons for Exclusion' (see Appendix 1)

Incidents are investigated and decisions to exclude are made by the Head Teacher (or Assistant Head when deputising for the Headteacher) based on the evidence and the balance of probability.

Where a decision is made to exclude a pupil, parents will be notified of the period of the exclusion and the reasons for it.

When a child returns to school from exclusion, a 'return to school' meeting will take place on their first morning back with the child, parent and a member of the senior leadership team present.

Appeals

Parents have the right to appeal to the governing body when a decision to exclude is made. The governing body must consider any representations made by parents but does not have the power to overturn the head teacher's decision unless the exclusion is for longer than 5 days.

The governing body must convene a meeting, in response to an appeal, to consider reinstatement in the following situations:

- When the exclusion will result in the pupil missing a public examination
- When the exclusion is permanent
- When the exclusion takes the child's total number of days of exclusion in a term to above 15

(See Appendix 2 for a summary of the governing body's duties to review the head teacher's exclusion decision)

Physical Restraint

Wherever possible, it is school policy not to physically restrain pupils, however the school reserves the right and takes responsibility for any pupil at risk of self-harm or harming others.

Partnership

Parents are expected to:

- support the school in pursuing this policy
- acknowledge the teacher's authority with regard to school and classroom issues
- be aware of, and respect, the timetabled day: children must be punctual and bring to school the correct equipment
- make appointments for consultations with teachers: quick chats are fine when there is time, but registration is 8:55a.m. for GCE and 9a.m. for LSN and teachers need to start their lessons promptly
- take responsibility for ensuring children complete homework and or have asked for help if they do not understand it etc.
- be aware of the guidelines prepared for voluntary helpers if they are assisting in school.

Links with support services

Staff, pupils and parents are expected to work in partnership to ensure a good level of behaviour for learning and so that our children become reflective individuals with high self-esteem and a sense of belonging.

We aim that all of our children are solution focused, critical thinkers and that we give them the tools to deal with situations. The school will inform parents of any concerns as quickly as possible so that a child's behaviour can return to an appropriate level.

Where necessary, outside agencies such as Educational Psychologists, Health Service, Social Services, BOSS (Behaviour Outreach Support

Service) will work in partnership with the school and the family. This will be a multi-agency approach.

We expect parents to behave in a fair and reasonable manner towards all school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously and may be referred to the police for further action.

Pupils with SEND

Where appropriate, for children with SEND, individualised strategies and approaches may be used to support children with additional behavioural needs in line with the SEN Code of Practice and the Equality Act 2010. The schools will work collaboratively with parents and carers of children with SEND, and external agencies when necessary, to discuss appropriate approaches and review these regularly.

Appendix 1

NATIONAL STANDARD LIST OF REASONS FOR EXCLUSION

The DfE has produced a national standard list of reasons to be used when reporting exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

Physical assault against pupil includes:

fighting
violent behaviour
wounding
obstruction and jostling

Physical assault against adult includes:

violent behaviour
wounding
obstruction and jostling

Verbal abuse/threatening behaviour against pupil includes:

threatened violence
aggressive
behaviour
swearing
homophobic abuse and harassment
verbal intimidation
carrying an offensive weapon

Verbal abuse/threatening behaviour against adult includes:

threatened violence
aggressive
behaviour swearing
homophobic abuse and harassment
verbal intimidation
carrying an offensive weapon

Bullying includes:

Verbal
Physical
physical
homophobic bullying
racist bullying

Racist abuse includes:

racist taunting and harassment
derogatory racist statements
swearing that can be attributed to racist characteristics
racist bullying
racist graffiti

Sexual misconduct includes:

sexual abuse
sexual assault
sexual harassment
lewd behaviour
sexual bullying
sexual graffiti

Drug & Alcohol related includes:

possession of illegal drugs
inappropriate use of prescribed
drugs drug dealing
smoking
alcohol abuse
substance abuse

Damage includes:

damage to school or personal property belonging to any member of
the school community
vandalism
arson
graffiti

Theft includes:

stealing school property
stealing personal property (pupil or adult)
stealing from local shops on a school outing
selling and dealing in stolen property

Persistent disruptive behaviour includes:

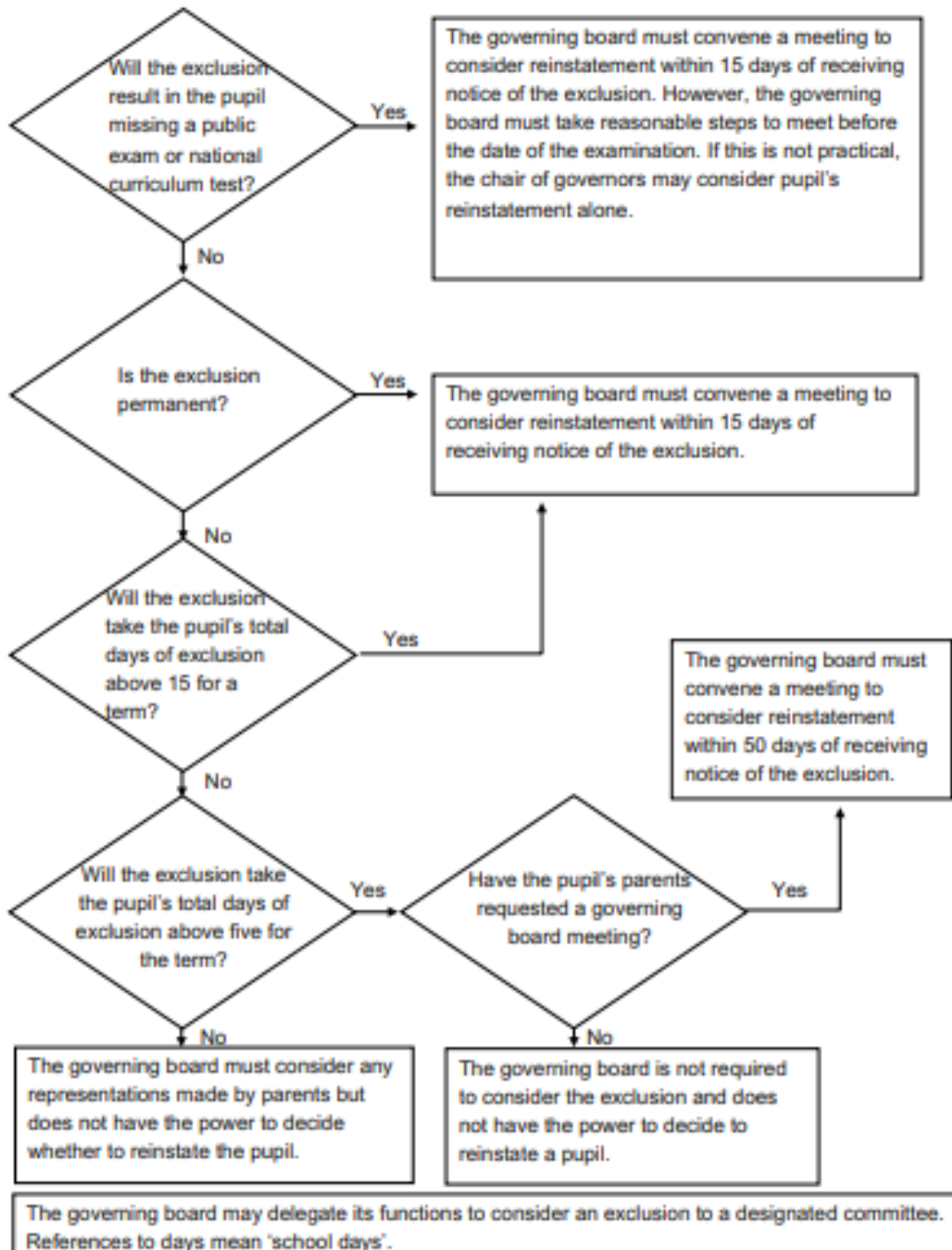
challenging behaviour
disobedience
persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but
this category should be used sparingly.

Appendix 2

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 3

Our School Rules

We behave as we would like other people to behave towards us.

We listen to adults and follow their instructions without complaint.

We treat one another peacefully, kindly and with respect.

We move quietly and safely around the school.

We keep our school tidy.

Appendix 4

Behaviour Policy 2020 Covid-19 Addendum

Hand washing and Hygiene:

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.

Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing:

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below). We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets:

Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). When a child has finished in the toilet they must wash their hands.

Rewards:

Our 'Dojo' point system will be in use during Covid-19. In addition and when appropriate, children will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, Mr Pearson and

Mr Dearlove will be holding a virtual celebration assembly each week for Best Work Award and Star of the Week awards, these will then be posted home.

Behaviour in School:

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, absconding or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.

Pupils with Special Educational Needs:

The Federation acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. themed topic day, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

The Federation recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home:

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Purple Mash, Microsoft Teams or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time