

# LENT RISE SCHOOL





## BEHAVIOUR PRINCIPLES AND BEHAVIOUR POLICY

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**Abstract:**

This policy sets out the schools expectations of pupil behaviour and details the approaches, rewards and sanctions used at Lent Rise School.

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# **Behaviour Principles**

Lent Rise School and Governors worked with the School Council to develop a behaviour policy based on the following behaviour principles and descriptions. The Governors agreed the following should be at the heart of this policy and the school's approach to behaviour.

- The right to feel safe at all times
- High standards of behaviour are expected from all
- Inclusivity and equality
- School rules are understood and followed
- Rewards are used to promote positive behaviour and attitudes
- Sanctions are used as outlined in the behaviour policy

## **Right to feel safe at all times**

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy.

## **High standards of behaviour**

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all it's young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become responsible members of the wider community.

## **Inclusivity and Equality**

Lent Rise School is an inclusive school. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced

through the Whole School Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

## **School Rules**

The Whole School Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

## **Rewards**

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness and changes implemented across the school

## **Sanctions**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of sanctions must be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy should also explain how and when exclusions (internal, fixed-term and permanent) will be used as a sanction. The Policy should also include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. . The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

## **Parental Engagement**

The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

### **The Power to discipline for behaviour outside the school gates**

The Governors expect the Whole School Behaviour Policy to set out the school's response to non-criminal unacceptable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any unacceptable behaviour when the child is:

- taking part in any school-organised or school-related activity, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school
- inappropriate behaviour online

Even if the conditions above do not apply, the Policy must take account of unacceptable behaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

### **Pastoral care for school staff**

The Whole School Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The whistle blowing policy is available to all staff outlining ways of raising concerns. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Whole School Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

## **Behaviour Policy**

### **Rationale**

At Lent Rise school we believe there needs to be consistency across the school in the way behaviour of children is managed and that provision is in place to provide a positive environment.

Lent Rise School has always prided itself on valuing each individual child and creating a secure stimulating and structured environment in which our children are encouraged to thrive and develop.

Our Vision is for all pupils to ... Learn, Reach and Shine.

### **Aims**

To ensure a safe and secure environment  
To provide a positive and consistent approach to behaviour management  
To promote self-respect, self-control, and accountability for behaviour  
To provide a positive ethos through encouraging shared values  
To promote and use clear rules and expectations  
To encourage a partnership between home and school  
To identify and challenge inappropriate behaviour and provide interventions and alternative strategies where needed.  
To encourage and reward positive behaviours

### **Values / Morals**

- Respect
- Tolerance
- Friendship
- Care
- Community
- Trust
- Responsibility

### **Staff responsibilities for promoting positive behaviour management**

- Demonstrate unified collaboration across the whole school
- To use positive language.
- Praise to promote learning
- Demonstrate respect.
- Provide a good role model.
- Use every opportunity offered in the whole school day to praise/reward positive behaviour.
- Acknowledge positive behaviour/achievement with a response.
- Present in class at the beginning of the session to ensure appropriate behaviour when the children enter the class room.

- Liaise with colleagues over any concerns regarding behaviour on an individual class or school level.
- Have a positive mindset
- Always report incidents or concerns to parents as soon as reasonably possible.

### **Strategies used**

Positive language to highlight the desired behaviour and attitudes e.g. instead of, “You’re wasting time”, we could say, “I wish everyone was working as well as the yellow group.”

Instead of “Don’t run along the corridor” we could say, “Well done Joe at the front of the line for walking sensibly”.

Highlighting the excellent work to the class. Complimenting the children who are working well instead of highlighting those who are not on task.

Using an incentive to reward good work/behaviour, e.g. marbles in a jar - when jar filled whole class rewarded, number line, when reach 100, reward for class and stickers for good work. Ensure that if a reward/incentive is used it is not taken away as devalues initial reward. Use reward systems for groups/tables such as certificates, or allow children to read in special place. Cuddly toy placed on table or have the opportunity to be first out to break/lunch etc. Give position of responsibility/trust or choose to assist or help teacher, praise for achievement. Stick stars in books.

Using of class charters to promote cohesion and positive routines. When children have created the rules and expectations themselves.

### **Rewards / Positive Consequences**

As well as verbal feedback we use the following:

#### **Instant rewards**

Stickers and merits are used to praise and rewards pupils for hard work, achievement and behaviour. Lunch time stickers are used by the dinner supervisors for co-operative play.

Literacy and Numeracy Star of the day stickers are awarded for good effort, concentration and achievements in these area as well as presentation points across every subject to promote handwriting and presentation.

#### **Class Awards**

These include table points and class award systems used to encourage collaboration and aiming towards end of week rewards.

#### **Merits (KS2)**

Positive reinforcements through merits / stickers etc are given by all staff (teaching and non-teaching) for excellent behaviour and work. If a child receives 10 merits they are awarded a bronze certificate in assembly and wear a badge on their uniform.

When 20 have been collected the children receive a silver certificate and can wear a second star badge and 30 means a gold certificate and a yellow star badge. A record of merits is kept by each class teacher.

### **House points (KS2)**

Teachers can issue house points for pupils for effort, achievements, role modelling and a range of positive behaviours.

### **Celebration Assembly**

Each Friday, a class shares something positive they have completed or are proud of from that week and in addition to this at the end of a half term, individuals are celebrated across the key stage.

### **Assembly Shields**

Shields are awarded to the most well behaved class each day in assembly / collective worship. At the end of the week, the class with the most shields is rewarded with gym time / extra break.

### **Golden Time**

In Key Stage One 'Golden Time' is used as a positive rewards strategy for pupils.

### **Weekly Certificates**

Every Friday in assembly certificates are awarded for Student of the Week with a Learn, Reach Shine Award, Mathematician of the week, Homework Star of the week and Writer of the Week.

### **Other Strategies**

Send to Head Teacher or colleague for praise. Reinforcement in Assembly for individual groups or class or praise whole school in Assembly for whole school successes, i.e. politeness.

Teacher award 'leaves' of kindness to children who have demonstrated an 'above and beyond' act of kindness. Leaves are then placed on the tree in the entrance foyer, selected randomly at the end of each half term.



Learn Reach Shine postcards can be used throughout the school community to record and share good news.

Pass on positive comments from visitors so children are aware of how they are succeeding.

Discussions with individuals, class or whole school highlighting the positive behaviour to marginalise unacceptable behaviour.

Letters, telephone calls or conversations with parents to inform them how well their children are doing. Invite parent in after school to see a good piece of work or to hear praise for good/improved behaviour.

Staff may provide role model and hold doors open for children, or say please/thank you, or smile to reward/encourage/praise.

Staff must be consistent and fair in rewarding children. Staff must reward and praise children throughout whole school.

Promoting the value of pupils work by displaying in classrooms and throughout the school. Present carefully mounted attractive and high quality displays of children's work.

Children to have opportunity to show visitors around school as sign of school valuing and trusting the children. Provide tangible demonstrations of trust in child - carry out task i.e. take message, collect together equipment.

N.B. In general, we should aim to supervise children in class at all times except in case of an emergency.

### **School Rules and Consequences**

<b>Foundation Stage Rules</b>		<b>Foundation Stage Consequences</b>
Follow instructions given by an adult		1) Distraction from inappropriate behaviour
Use of non-physical contact		2) Reminder of rule/instruction
Treat equipment sensibly		3) Warning
Treat others with respect		4) Time out
Listen carefully and give sensible answers		5) Minutes at break
Move around the school calmly		6) Minutes at lunch time
Wear your uniform with pride		7) Report to KS co-ordinator
Always use appropriate language		8) Report to Senior Leadership Team

Key Stage One Rules		Key Stage One Consequences
Follow instructions given by an adult		1) Warning
Use of non-physical contact		2) Time out
Treat equipment sensibly		3) Minutes at break
Treat others with respect		4) Minutes at lunch time
Listen carefully and give sensible answers		5) Reflection table at lunch
Move around the school calmly		6) Report to KS co-ordinator
Wear your uniform with pride		7) Report to Senior Leadership Team
Always use appropriate language		

Key Stage Two Rules		Key Stage Two Consequences
Follow instructions given by an adult		1) Warning
Use of non-physical contact		2) Time out
Treat equipment sensibly		3) Minutes at break
Treat others with respect		4) Minutes at lunch time
Listen and respond appropriately		5) Report to KS co-ordinator
Move around the school calmly		6) Report to Senior Leadership Team
Wear your uniform with pride		
Always use appropriate language		

When behaviour is not appropriate staff use a staged approach to managing behaviour which is not harsh and allows students to make choices about their behaviour.

Staff complete behaviour logs to record inappropriate behaviour and these are kept and monitored by the SLT.

Incident slips are used by teachers and senior leaders as a method of communicated with parents. Telephone calls and meetings are used where serious incident / repeat issues occur.

### **KS2 Break / Lunchtime Behaviour system - Red/yellow cards**

A policy of red/yellow cards is used for unacceptable behaviour. A yellow card means missing lunch, 2 yellow or 1 red in a term means missing extended break. Any child not receiving a card in a half-term will receive 20 minutes extra playtime as a reward for good behaviour.

We have used this successfully at break/lunchtime by encouraging children who were prone to losing control and were easily provoked, to come into school and sit quietly in the comfortable area, for example in the library or first aid, to read or simply regain their composure.

Similar strategies can be used in class, assembly or other situations. The Special Needs Co-ordinator, KS Co-ordinators, Assistant Headteachers or Headteacher will be willing to assist with setting up this procedure if it is felt to be of value. The SENCO will liaise with class teachers to support pupils with EHCP, with behaviour management strategies.

## **School Council**

In order to further encourage a sense of responsibility and an involvement with the school, we have established a School Council. Council members are elected by the pupils - one from each class. These pupils represent their class problems, concerns, ideas and possible development for the future which are expressed by the class to their representative who takes the ideas to the Council meeting.

The Chair person will then bring any discussion items which the Council wishes to put forward to the Headteacher. Not all items can be developed: however, it does allow the student body a voice and encourages the family of Lent Rise to develop as a body. Minutes are kept which are available for all. Council members are recognised by the badges they wear.

## **Behaviour outside the School**

Behaviour outside the school, for example during school trips is subject to the school's behaviour policy. For behaviour outside school but not on school business, the headteacher may follow the school's policy if there is a clear link between behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole. This may be for example behaviour in the immediate vicinity of the school or behaviour on a journey to or from school.

## **Behaviour online**

For behaviour online, the headteacher may follow the school's policy if there is a clear link between behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole. (e.g. safety policy)

## **Homophobic behaviour**

A 'homophobic' incident is any incident that is perceived to be homophobic by the victim or any other person. Homophobic harassment will not be tolerated. Any incident will be recorded, and appropriate sanction/ action applied.

## **Racism**

A 'racist' incident is any incident that is perceived to be racist by the victim or any other person. Racial harassment will not be tolerated. Any incident will be recorded, and appropriate sanction/ action applied.

## **Equal Opportunities**

At Lent Rise School we believe that the management of children's behaviour should be the same regardless of gender, race, socio economic background or academic ability (see equalities policy)

## **Exclusions**

**Internal Exclusions may be used following guidance where appropriate.**

Lent Rise School follows DFE guidance on the use of exclusions

There are two types of EXCLUSION:

Fixed Term - is a short term sanction which may be used for a range of offences prejudicial to good conduct in the school, which cannot be dealt with in any other way. This includes being in possession of dangerous weapons, alcohol, drugs of any type and evidence of theft, bullying (including racist and homophobic bullying), threatening behaviour or abusive language. Parents are expected to come into school, when a child returns, to talk through the issues and to ensure acceptable behaviour in the future.

Permanent - is a sanction used very rarely, when unacceptable behaviour has persisted over a period of time or in a case of exceptional severity. This will be actioned using guidance from, where relevant, external agencies.

Follow up:

(i) Parents wishing information and help following the exclusion of their child, should see the Head to discuss the way forward.

(ii) The Headteacher has to notify certain people in the case of any exclusion; they are:

- a) the parents of the child
- b) the Chair of Governors
- c) the local exclusions and integrations team

The Police may be informed where the Headteacher believes that the situation poses a significant danger to an individual or others in the school community.

## **Children's Services and External services**

A social services referral may be made in some cases and is always made in line with the school's Safeguarding Policy:

Sexually inappropriate behaviour

Any behaviour incident which raises Child Protection or welfare concerns  
Behaviour support is a service that the school buys into. This service will be used as necessary through a referral by the SLT.

Any behaviour that has criminal implications may result in the police becoming involved. The Headteacher will decide on the appropriate course of action in this case.

Behaviour linked to radicalisation and extremism should be brought to the attention of senior staff who will decide the best approach. This could involve Social services, Prevent, or utilising the Channel Agenda.

## **Bullying**

What is bullying? "It may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident." (DfES Circular 8/94 Pupil Behaviour and Discipline)

**STOP** - Several Times on Purpose

Bullying can take several forms:

**Physical aggression** such as hitting, kicking and damaging or taking belongings.

**Verbal aggression** such as name-calling, nasty teasing or spreading rumours.

**Indirect aggression** such as being ignored, left out of activities or threatening looks.

A child can be bullied by adults and children either at home or at school.

Where the bullying is directed against a person because of their gender or cultural identity, it becomes part of the wider issues of racial and sexual harassment. In these cases, attempts to reduce the bullying need to be carried out in conjunction with measures to reduce the prejudices which give rise to the problem.

Where and when does it happen? In the playground during breaks, during lesson time and on the way to and from school.

What to do: Staff should continue to be vigilant for signs of bullying and always investigate further if they suspect that it is happening. This should be done with care. It is likely to have been an on-going problem and precipitate action should be avoided unless a pupil is thought to be in grave danger. As soon as possible, talk to the **Senior Leadership Team** and where further action is necessary, staff who deal with the child will need to be told.

Parents: Should the school be concerned regarding an individual child's persistently unacceptable behaviour; the parent would always be informed. The

school would wish to work in partnership with the parent to attempt to resolve problems.

Prevention: The school ethos is such that bullying is unacceptable. This needs to be reinforced by pupils discussing the possibility of it, how to cope if it happens and who to go to etc. More details can be found in the PSHE Policy Document.

Sanctions: See main part of Behaviour Policy for techniques in dealing with inappropriate behaviour. In extreme cases a **fixed term exclusion** may be necessary. If bullying is occurring, the school must be seen to be firmly against it wherever and whenever it happens.

**Please see our Anti Bullying Policy**

**Out of school activities** - This policy applies to school run out of school clubs.