

Lodge Primary School



BEHAVIOUR MANAGEMENT POLICY

Signed _____

Position _____

Date _____

Aims

Good behaviour is essential for effective teaching and learning to take place. At Lodge Primary School, we aim to:

- Create a happy atmosphere where effective teaching and learning can take place.
- Encourage responsible behaviour and self-discipline.
- Develop a safe, caring, happy environment.
- Foster mutual respect between adults and children.
- Foster mutual respect between pupils.
- Develop an understanding of co-operation and consistency.

Classroom discipline

The expectations of the classroom teacher are the basis upon which good school discipline is established. Expectations should be high and based on equality, respect and fairness. Children should be secure in the knowledge that they are appreciated and valued. Clear boundaries should be set, and adhered to. Lessons should be broad and balanced, well paced, and work set should be appropriate, interesting and progressive; children should be actively involved. Enthusiasm, humour and also classroom layout are important in creating a positive classroom environment. Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to co-operate with others. The teacher should position his/herself in order to continually observe the whole class. Wanted behaviours should be modelled, praised and rewarded.

Objectives

This policy is in place to ensure that:

- The school meets its legal obligations, including the advice included in the Behaviour and Discipline in Schools document (February 2014), the Equalities Act 2010 and the Education Act 2006.

To ensure that measures are in place to:

- Clarify that teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Ensure a strong behaviour policy is in place at Lodge Primary School to support staff in managing behaviour, including the use of rewards and sanctions
- Fulfill the duty of the governing body under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Promote good behaviour, self discipline and respect
- Prevent bullying

- Ensure that pupils complete assigned work
- Regulate the conduct of pupils.

And to ensure

- All staff (Including volunteers are clear about what is acceptable behaviour and how unacceptable behaviour will be dealt with.
- To provide guidance on how incidents related to other policies in school such as Racist Incidents policy and Anti Bullying Policy should be dealt with.

Discipline in School

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school if this is appropriate.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Head teachers can also decide to suspend or permanently exclude a pupil. Teachers have a specific legal power to impose detention outside school hours although this will not be used at Lodge Primary school.

Sanctioning Poor Behaviour

The law states

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, and as such acceptable at Lodge Primary School, the punishment (including detentions) must satisfy the following three conditions:
 - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be

taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances and will not under any circumstances be used at Lodge Primary School.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Detention

At Lodge Primary School detentions will only be used for short times during the school day at play time and lunchtimes for disruptive behaviour either in the classroom or playground or for the completion of work. It is at the discretion of the class teacher to identify when a detention is necessary and then organise the supervision of the child.

Detentions outside of school time are not part of the policy at Lodge Primary School and are not used.

Matters schools should consider when imposing detentions

- The school must act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime and playtime detentions, reasonable time for the pupil to eat, drink and use the toilet will be made.

Confiscation of Inappropriate items

What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline which** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

At Lodge Primary School items any items confiscated, other than those detailed below, should be returned to the parents of the child after a period of no more than 1 term.

The following items are not allowed in school and will be confiscated.

- Sweets
- Chewing gum
- Footballs or other games equipment brought in from home without the permission of the class teacher
- Electronic games
- Mobile phones
- Other items at the discretion of the head teacher following a warning to the children concerned and through the school newsletter.

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At Lodge Primary School, wherever possible, this should be undertaken by a staff member with a current Non Violent Crisis intervention qualification. See also, Moving and Handling policy. The following staff are qualified:

Marie Knott, Shakera Choudhury, Ramilla Patel, Nirmala Karra, Lisa Clynes, Harprit Kaur, Amanda Mahoney, Greg Phillpott, Emma Griffin, Jatinder Nahal, Beverley Munn, Jaspal Bhamra, Kam Ujjal, Matthew Harborne, Tasneem Akhtar, Jaci Cowan, Geraldine Patel

NB. See also the school's Physical Intervention policy.

Positive, Participative Ethos

- We aim to provide an environment in all areas of the school where everyone is safe and feels safe
- We aim to promote considerate and thoughtful behaviour at all times during the school day
- We aim to support children in understanding the type of behaviour that is acceptable through formal learning in PSHE and assemblies as well as through the example all adults connected with the school set.
- We aim for all children to have high self esteem so treat them with respect and understanding at all times
- Expectations of behaviour are shared with parents through the sharing of policies and expectations

Encouraging children/young people to feel positive about themselves and others

- Children will be taught the importance of considering the feelings and needs of others, and the value of learning together.
- Children will be encouraged think about how their actions effect other people
- Positive behaviour will be praised and rewarded through Golden time and other rewards including 'Star of the Week' assembly where parents will be invited to share in their child's achievement.
- Children, through the School Council will be involved in outlining acceptable behaviour practices.

- All staff are expected to act as behavioural role models and to highlight good behaviour rather than bad behaviour whenever possible

Partnership with Parents/Carers

- Parents' views and opinions will be collected (at least) annually as part of the parents' questionnaire.
- All parents will have access to this policy through our school website and it will be brought to their attention annually.
- All parents will be informed of the behaviour strategies we have in place in school and encouraged to mirror these in the home.
- Where parents have concerns or questions regarding the way behaviour is dealt with they should contact the Headteacher.
- Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a financial penalty.
- Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion if they do not, the school or local authority may ask them to sign a parenting contract, or the local authority may prosecute them.
- Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Encouraging positive behaviour and the role of adults

- All staff need to be aware of the importance of rewarding good behaviour rather than highlighting bad behaviour as the main strategy to promote good behaviour.
- All staff will have behaviour management training as part of their induction
- Each class will have a set of rules which will be discussed at the start of the academic year. (See appendix 1)
- Staff will be regularly reminded of the need for consistency across the school when dealing with behavioural issues.
- Changes to the behavioural policy will be discussed by the staff.
- All staff are expected to operate a system of Golden time on a Friday afternoon as a reward for good behaviour throughout the week. There should be a range of activities for the children to choose from based on an equitable system for all.
- All staff are expected to use the "Cloud system" during lessons appropriately.

- Staff are expected to always make sure children understand that when poor behaviour is highlighted, it is the behaviour and not the individual that is unacceptable.
- All staff have access to this policy through the shared drive, our school website and the staffroom.
- All staff should also read the Child Protection and Anti Bullying policies to ensure they are aware of how incidents can affect the behaviour of children.
- Wherever possible children will be supported in identifying how they can improve their behaviour
- Staff should have a behaviour folder with copies of 'Think' sheets, Apology sheets, completed Think and Apology sheets and a behaviour book.

Bullying

(See Anti Bullying and Anti Cyber Bullying Policy)

Racist Incidents

(See below)

Physical punishments and interventions

- Physical punishments may not be used under any circumstances. These include smacking, hitting with objects, or placing the child in an uncomfortable position.
- Shaking can cause damage to the brain and is not to be used under any circumstances.
- For most behaviour the cloud system will be used (Outlined below).
- In instances of violent or aggressive behaviour, racist incidents or bullying these incidents should be reported immediately to the head teacher and will be dealt with in the procedure outlined later in this policy.
- If a child is or could cause harm to other children the children should be moved away from the child exhibiting poor behaviour.

(*In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident such as a child/young person running into the road or to prevent injury to themselves or others. This should be achieved with minimum force by trained staff and for a minimum length of time. Any such incidents should be recorded and reported to the head teacher. See also Physical Intervention policy)

Allegations Against staff

Allegations of abuse are taken seriously. At Lodge Primary School we will ensure allegations are dealt with quickly in a fair and consistent way that provides effective protection for the complainant and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Pupils who are found to have made malicious accusations against school staff will be excluded for a minimum of 5 days while any further action needed is considered by the headteacher and the governing body.

Cloud System

- All classes to have sun, cloudy, rain and storm sheet in class. Children all start on the sun each session (i.e both morning and afternoon). Children's names should be stuck on the sun so the children can see where they are.
- In the first instance of poor behaviour the child will receive an informal verbal warning with a clear indication of what has been done wrong and how the behaviour can be improved. It should be made clear that the problem is the behaviour and not the child themselves
- If the behaviour continues the child's name will be moved onto the cloudy sheet.
- If the behaviour continues after this the child will be moved onto the rain sheet and physically moved within the classroom for 5 minutes and the expected change in their behaviour made clear. A note will be made in the class behaviour book of the date, type of behaviour and action taken.
- If the behaviour persists the child's name will be moved onto the storm sheet, they will be sent to another teacher for ten minutes to complete a think sheet (appendix 1) and an apology sheet (appendix 2) and on their return have the expected change in their behaviour made clear. The incident should be recorded in the class behaviour book.
- If behaviour still continues after this the child should then be sent to the headteacher, deputy or other available member of SLT with clear information regarding the behaviour and the child's completed think sheet. The parents will then be contacted and the incidents dealt with as outlined in our policy.
- Children will be reset to the sun at the start of each session (am or pm)

Persistent bad behaviour, violent incidents, bullying or racist incidents

In the first incidence, parents will be required to attend a meeting with the head teacher, deputy headteacher or a member of SLT to outline the nature of the incidents which have already occurred, the nature of further sanctions necessary e.g. loss of further playtimes. The expectation that the behaviour will not reoccur will be made clear. The discussion will also focus on how the school will support the child, and the role of the parents in addressing the behaviour.

If there are further incidents of undesirable behaviour, these incidents will be reported to the parents by means of a meeting with the headteacher. The expectation the behaviour will not reoccur will be made explicit as will details of how the incident has been recorded, who it has been reported to and how the school and parents will support the child to improve their behaviour in the future. Further incidents may lead initially to fixed term exclusions but ultimately a permanent exclusion.

In the case of subsequent incidents, up to 5, parents will be required to attend a further meeting with the headteacher to outline the nature of the incidents which have already occurred, the nature of further sanctions necessary. This may involve a fixed term exclusion of up to 5 days, the involvement of behaviour support if this is

not already in place and the expectation behaviour will not reoccur as further incidents may lead ultimately to a permanent exclusion

If all of the above support and sanctions fail to impact on the behaviour of the child permanent exclusion will be sought by the school.

Depending on the seriousness of the incident some or all of the steps prior to permanent exclusion may be missed to ensure the behaviour is addressed appropriately.

Such cases may include

- Extreme violence towards a pupil or child
- The use of a weapon
- Extreme incidents of bullying or bullying behaviour
- Violent racist attacks

Exclusion

Where an exclusion is deemed necessary, the headteacher will decide whether to exclude the pupil either for a fixed term or permanently. In making this decision all the circumstances, the evidence available will be taken into account and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Lodge Primary School will fulfill its duty to provide suitable full-time education for the excluded pupil, from the sixth day of any fixed period exclusion of more than five consecutive school days. Under the same duty the local authority will provide suitable full-time education from the sixth school day of a permanent exclusion.

Pupils Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Where necessary the sanctions outlined in this policy will be applied for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school. or misbehaviour at any time, whether or not the conditions above apply, that 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.

Rewards

Children will be rewarded for good behaviour through the following:

- Verbal praise
- Raffle tickets/weekly class raffle
- Stickers
- Class points (See Appendix 3)
- Name on the sunshine
- Golden time (See Appendix 4)
- Positive feedback to parents

Policy Implementation and review

- This policy was reviewed and adopted in September 2018.
- This policy will be annually reviewed by staff and governors in conjunction with other policies relating to safeguarding.
- This policy will be implemented by the headteacher in collaboration with school staff.

Review: September 2018

Next review: September 2019

Appendix one

Our Classroom Rules



KS1

1. I will do my best so that I can be proud of myself and of my work.
2. I listen when grown-ups are talking and do as I am asked.

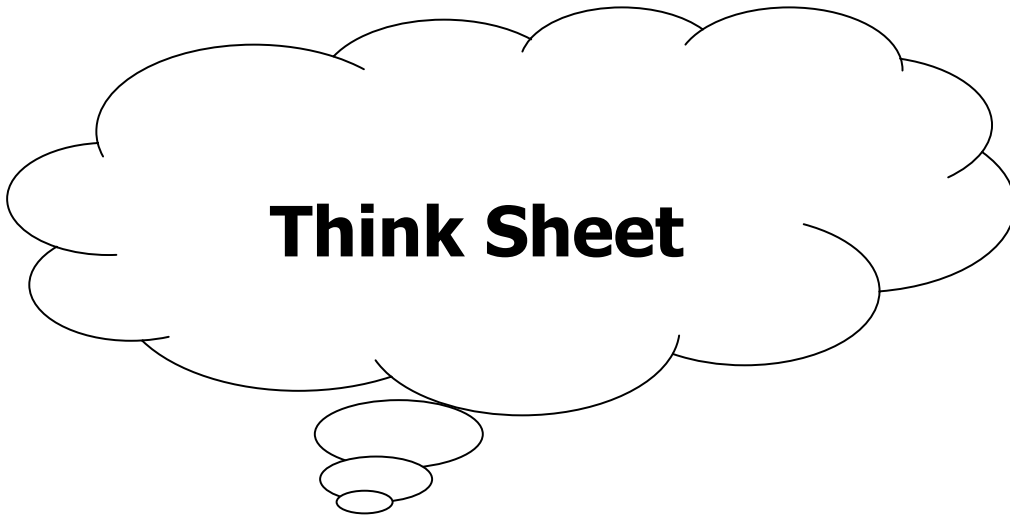
3. I look after things in my school.
4. I am kind and helpful to everyone.
5. I always walk quietly and sensibly around school.
6. I keep my hands and my feet to myself.
7. I do not leave the room without asking my teacher.



KS2

1. I do my best so that I can be proud of myself and of my work.
2. I listen to and cooperate with all members of staff.
3. I respect my own and other people's property.
4. I am a caring, friendly and helpful person who helps to make my school a safe and happy place.
5. I move quietly and sensibly around school to avoid accidents and so that others can work.
6. I keep my hands and feet to myself.

7. I do not leave the room without permission from my teacher.



What did I do?

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Which rule did I break?

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What can I do to make sure that I do not break this rule again?

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Appendix 3

This is an apology to

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I need to apologise because

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I will make things better by

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Signed:

Date:

Discussed with.....

Action Taken

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Appendix 4

Class Points

Each class can earn class points from any member of staff, or visitors working with them.

Class points can be awarded for good behaviour/learning attitude of the whole class.

Classes are aiming to get thirty class points. This is displayed in the classroom in the form of a Lodge jigsaw. Once a class gets thirty points, they are then able to choose a small reward, for example, extra golden time and they will be awarded a certificate in assembly.

Staff can only give 5 class points to their own class in a week.

Dinner supervisors can also award class points to classes. They should inform the classteacher when they have awarded points to a maximum of 5 points per week.

Appendix 5

Golden Time

Twenty minutes Golden Time will be taken on Friday afternoons. See school timetables.

Classes need to select a special activity for Golden Time during the week, e.g. extra playtime, computing, wet play games, lunch time activities, puzzles, PE. Staff should not permit children to bring in personal items from home, including sports equipment for use during Golden Time.

Pupils who have had time out of the class i.e. filled in an apology or think sheet lose 10 minutes of Golden Time. If further sheets are filled in no Golden Time!

