



## Four Lanes Community Junior School

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<i>Review period:</i>	<i>3 years</i>
<i>Governing Committee Responsible:</i>	<i>Full Governing Board</i>

## Behaviour Policy and Procedures

### Our School Values:

1. **Respect**
2. **Responsibility**
3. **Aspiration**
4. **Resilience**
5. **Creativity**

### Our Aim

**Our primary aim at Four Lanes Community Junior School is for every member of the school community to feel safe, valued and respected. We are a caring community, whose values are built on mutual trust, responsibility and respect for all. The school's behaviour policy underpins the way in which all members of the school interact and communicate to create a positive environment in which everyone feels happy, safe and secure.**

Our behaviour policy is a means of promoting good relationships, so that people can work together effectively towards the common purpose of helping pupils to learn. This policy supports the school community in aiming to ensure everyone feels valued and that they can work together in an effective and considerate way, preparing children for life in modern Britain and preventing children getting drawn in to criminal activity.

Through a joint approach and shared responsibility between the parent, pupils, governors and the school, this policy aims to help children grow in a safe environment and to become positive, responsible and increasingly independent members of the school community. Under the Equality Act 2010, we adhere to our legal duties to safeguard and support children with SEND through a sensitive and differentiated approach of behaviour management that supports the needs of each child.

We maintain that everyone has the right to feel safe, happy and secure at school; to be able to learn and play without disruption or threat from others; to know that bullying is unacceptable and will be dealt with; to be listened to and treated fairly.

It is essential that the school has clear policies and procedures to ensure:

- Pupils, parents and staff are proud of their school and show respect, courtesy and good manners towards each other
- Pupils want to attend school and attendance rates are high
- The school community feels safe
- Pupils' attitudes to learning are positive
- Pupils value themselves and others by respecting their rights and tolerating differences
- Teaching and learning is not interrupted by the behaviour of others

## **What behaviours do we expect?**

We expect:

- Politeness and courtesy in words and actions
- Sensitivity to the needs of others
- Respect for everyone: adults and children
- Listening and speaking appropriately
- Working co-operatively
- Always trying hard and doing our best
- Respect for property
- Being honest and taking responsibility for our actions
- Recognition that mistakes are part of the learning journey
- Consistent attendance and punctuality
- Following adult instructions

## **Roles and Responsibilities**

Good behaviour will be fostered through:

- A clear set of simple rules, the reasons for which will be shared with the children
- A consistent, positive and restorative approach to behaviour management, supported by a clearly defined set of procedures for rewarding good behaviour and sanctioning unacceptable behaviour
- Respectfulness and the understanding that the needs of others are as important as our own
- PSHE (Personal, Social and Health Education) lessons and Circle Time sessions that encourage children to accept responsibility for their own actions
- A values led community school
- School Council meetings and assemblies aimed at giving children responsibility and developing a sense of community
- Giving pupils opportunities to take on roles of responsibility, such as Junior Librarians, Eco leads, House Prefects and Head pupil / Deputy Head pupil.

Role of the pupils:

- Conduct themselves around the whole school site in a safe, sensible, manner and show regard to others
- Make choices according to school values and rules
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Complete homework within the time requested
- Show respect for the working environment

Role of staff:

- Consistently apply the school rules and procedures
- Be a good role model for pupils; being courteous, respectful and polite to all members of the school community leading the school value culture
- Plan and teach a curriculum which motivates, inspires and challenges all children
- Deal with incidents of inappropriate behaviour by following the school's restorative procedures
- Have high expectations of themselves and pupils
- Be responsible for actively and consistently enforcing the appropriate behaviour guidelines and good conduct for all pupils around the school, including individual support plans

Role of parents:

- Work in partnership with staff to ensure good, value-led behaviour both in and out of school
- Set a good, consistent example to their children through their own attitudes and behaviour
- Inform staff of any relevant concerns in a timely way. Approaching other children or their parents is not an acceptable response to a concern raised by your child.
- Respond to concerns raised by members of staff
- Ensure pupils consistently attend school, are punctual and ready to learn
- Work with outside agencies where appropriate to the benefit of the children

It is important that the school works in partnership with parents and keeps them informed about the behaviour of their child. We believe that it is the most effective way of addressing concerns over behaviour. If we are concerned about aspects of a child’s behaviour then we will contact parents and invite them to a meeting to agree positive steps forward. Targets will be set, with agreed rewards and sanctions to be implemented.

### The Restorative Approach

Our policy and practice is based on the Restorative Approach. This rests on the understanding that all behaviour is a communication of needs either being met or not. At Four Lanes Junior School we strive to interpret behaviours in order to support children appropriately according to the needs they have at that time.

If conflicts and challenges are dealt with in a way that meets individuals’ needs, then those involved can repair the damage done to their connections with the others involved and even build connections where there were none previously.

Through the Restorative Approach, children involved in any incidents are guided towards finding reparative solutions themselves. During this process it is imperative that all parties feel fairly treated and respected since they have been trusted to find solutions for themselves. Because they have been listened to, people in conflict are more ready to listen to others’ perspectives and emotional responses and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop. This, in turn, leads to an increasingly independent approach to social conflicts and self-regulation resulting in a decrease in heightened behaviour and an increased maturity of response to future conflicts.

The table below illustrates how our Restorative Approach garners resilience and prepares our children for the wider world:

<b>Authoritarian Approaches</b>	<b>Restorative Approaches</b>
<i>The focus is on:</i>	<i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<b><i>and, as a result;</i></b>	<b><i>and, as a result;</i></b>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed

Accountability = being punished What do they deserve/how will they be punished?	Accountability = putting things right What stakeholders will be involved and what process will put things right again?
Schools that work restoratively find that relationships are stronger; learning is more effective so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.	

### Ongoing Practice

Staff development: all staff are regularly trained in behaviour management, PACE approach and behavioural analysis tools. Induction includes our behaviour system and ethos, and they are required to understand all related policies before interacting with the children. If a member of our community requires specialist support, the team will work together to devise the best approach and continually review its efficacy in the best interests of the child.

Pupil support systems: pupils at Four Lanes Community Junior School are consistently supported to develop increasingly positive decision making skills. Those that find this more difficult have a wide range of support offered to them via the teaching team, ELSA (1:1 or specific interventions), lunchtime support groups and individual talk time.

### School Rules

The staff and children at Four Lanes Community Junior School have adopted the following values:

**RESPECT    RESPONSIBILITY    RESILIENCE    ASPIRATION    CREATIVITY**

Through these values we have agreed the following school rules:

#### OUR RULES

### ***Ready – Respectful - Safe***

1. **We are ready to learn.**
2. **We are respectful to everyone.**
3. **We act in a safe way at all times.**

*The rules are displayed in each classroom. The children discuss the rules and how these translate in to their rights and responsibilities as part of the school community.*

#### OUR RIGHTS AND RESPONSIBILITIES

1. **We all have a right to be treated with respect and politeness.**

**We have the responsibility to treat others as we would like to be treated. We respect the property belonging to ourselves and others.**

2. **We all have a right to be safe and to be in a pleasant environment.**

**We have the responsibility to walk around the building sensibly and quietly. An adult always knows my whereabouts.**

3. **We all have a right to be spoken to in an honest and open way.**

**We have the responsibility to respond appropriately when someone speaks to us and always take responsibility for our actions.**

4. **We all have a right to work in an environment that allows us to do our best academically, socially and emotionally.**

**We have the responsibility to enter our classrooms ready to work. We always try our best even when faced with challenges. We ensure that our actions never prevent others from doing their best.**

### Lunchtime Rules

- We look after each other and play safely in sight of adults.
- We follow adult instructions straight away.
- We show respect for people, property and the environment.
- We stop and stand still when the supervisors put their hand up.
- We ask children on their own to join in with our games.
- We say sorry if we hurt or bump into someone.
- We take care of play equipment.

We have a positive approach to behaviour management and use various reward systems to promote behaviour. When behaviour is not as we would like and children need more support to improve their behaviour, we strive to work with them and their parents to put supportive systems in place which enable children to be responsible and achieve success.

## Rewards

**We believe that rewarding good behaviour is the most effective way of promoting it. We do this by:**

- ☺ Regularly and consistently praising children's good behaviour, manners and efforts. This could be verbally, with stickers or with Dojos.
- ☺ Dojos earned can be spent on a variety of rewards throughout the year.
- ☺ Encouraging classes to work and behave well as a group to earn whole class dojos leading to a group reward (e.g. class party, video, parachute games) when they reach 100. A maximum of five whole class dojos can be awarded in one day.
- ☺ Trusting children with **positions of responsibility** within the school, valuing their contribution and encouraging them to have a sense of ownership (librarians, house prefects, school councilors and more).

**We believe that it is also important to recognise and reward effort and achievement in learning. We do this by:**

- ☺ Marking and responding to children's work in a positive and encouraging way, reflecting growth mind set.
- ☺ Nominating 2 children for a Wow award for producing work that is of an exceptional standard for the individual or according to the learning power or school value of the week. A **certificate is then presented in assembly.**
- ☺ Presenting individuals with **Presentation Pals certificates, Times Table Rockstar certificates** and other **awards**. We also present whole class awards such as **Reading Stars** and **Tidy up Trophies weekly.**

### Lunchtime rewards

- ☺ Stickers given to individuals
- ☺ Certificates for demonstrating the school values
- ☺ Dojo points

# Sanctions

## Classroom behaviour management, a restorative approach:

We use a system based on the Assertive Discipline Model of helping to address poor behaviour. Through a restorative and calm approach, it encourages children to modify their behaviour through a series of cumulative reminders and at the end of the session/day a fresh start is made.

All children's names will be displayed on the green circle at the beginning of each discrete teaching session.

### Initial reminder

Most behaviour can be addressed through a quiet reminder, using every day classroom management strategies. However, if a child is demonstrating persistently poor behaviour and does not respond to the adult's initial warning the following steps will be applied.

#### Step 1

When a child continues to break a rule, the adult will **remind them of the rule and check that they understand**. The adult will emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.

#### Step 2

If the behaviour persists, the **child's name will be moved to the yellow circle**. The child will then be spoken to by the adult and will usually be last out at the end of the session, if deemed appropriate. However, other strategies may be deployed at this time according to individuals' behaviour and circumstances eg. Kept in at break time to finish work not completed. At the beginning of the next session the name will be moved back to the green circle. If the child reaches step 2 for a third time in a day, they will automatically be moved to the red circle.

#### Step 3

The **child's name will be moved to the red circle** and the child will be **sent to work in another class for 15 minutes**. The pupil will be sent with work that they can continue with independently. Wherever possible they will be sent to the year group leader. The class teacher/Year Leader will use their professional judgment about whether it is appropriate to inform the parents (this will depend on the child and situation). If the year leader is not available, the child will be sent to the year leader of an adjacent year group.

#### Step 4

If a child misbehaves again, step 3 is repeated. Parents will be informed and 5 – 10 minutes of break or lunchtime will be missed as a consequence. During this time the child will complete a 'Behaviour Reflection'.

At any step, it may be deemed appropriate for the child to complete a relevant reparatory task eg. A letter of apology, find three ways to be kind to somebody you've been unkind to etc. (Where possible, the perpetrating child should be included in developing this task.)

## Lunchtime Sanctions

### Initial reminder and step 1 as above

#### Step 2

The child is sent to a designated area of the playground and will remain there for 2-5 minutes. The child will then be spoken to by the lunchtime supervisor.

#### Step 3

If the behaviour persists, the senior supervisor will be informed and a further sanction imposed. The class teacher will be informed.

#### Step 4

If a child misbehaves again, step 3 is repeated. Parents will be informed and 5 – 10 minutes of break or lunchtime will be missed as a consequence. During this time the child will complete a 'Behaviour Reflection'.

### Outside of the classroom

Situations outside of the classroom will be managed using these principles and communicated to the class teacher or member of the Senior Leadership Team (SLT) as deemed appropriate by the adult in attendance. Professional judgment will be exercised. If the school becomes aware of an incident outside of school then a member of SLT will decide the appropriate course of action. We are a community school and take seriously our role in preparing our children for a successful independent future after leaving our setting. To this end, the school believes that the behaviour of children out of school should be in line with that expected within school.

## Serious and Unacceptable Behaviour

The school will address such incidents within this policy and in due regard to related policies eg. Child Protection, Physical Intervention, Computing and Prevent/Safeguarding Policies. The school will, where known, inform parents of incidents of inappropriate behaviour that take place out of school. The school will not accept any of the following behaviour from any member of the school community. The following behaviour is unacceptable:

**Violence and aggression** – the use of threat or any physical force towards people or property.

**Rudeness** – walking away when being spoken to, answering back, swearing, defiance or the refusal to do as has been reasonably asked.

**Bullying** – the use of any verbal or physical threats, intimidation or harm towards other members of the school community either face to face or using on-line media.

**Harassment, name-calling, or aggression because of race, religion, ethnicity, gender, disability or sexuality.**

**Absconding or truanting** – from the classroom or school premises.

In cases of the above behaviour, the Headteacher\* will be informed. If the teacher or Lunchtime Assistant requires help, a pupil will be sent to the Headteacher to ask them for assistance. Pupils displaying this unacceptable behaviour are not to be sent to the Head's office unless by prior arrangement or in an emergency.

\* The Headteacher may be represented by the Deputy Head or senior member of staff, who will ensure that the Headteacher is notified if appropriate.

### **Use of reasonable force**

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on request.

### **Suspension and Exclusion**

These sanctions are only used in very serious circumstances, where the education or wellbeing of children at the school is at risk due to the behaviour of a pupil or group of pupils. The use of suspension or exclusion is carried out in accordance with the Hampshire County Council Procedures on Suspension and Exclusion and DfE statutory guidance (see link below) ensuring that all procedures have been correctly adhered to. We provide pastoral care for staff members should they be involved in any of the serious behaviour events (listed above) as safeguarding our staff's well-being is just as important as that of the children.

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

### **Outside agencies**

Concerns relating to pupil welfare and behaviour are discussed regularly with our Learning Support Team. Where appropriate, the school may seek advice and support from other Outside Agencies. These may include the Education Psychology Service, Children's Services, School Health and the Primary Behaviour Service. Parents will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

It is imperative that the behaviour policy we adhere to does not, unintentionally discriminate against any particular group or pupil.

As a school we use CPOMs to record and communicate significant issues.

We conduct a termly review of behaviour records showing significant behaviours and actions to address these. We analyse patterns or reoccurrences along with strategies used in order to make professional decisions regarding best practice for each individual child or groups of children and their needs.

### **Serial/Malicious Allegations**

We take all allegations seriously, they are thoroughly investigated by a member of SLT. Outcomes of investigations are reported to appropriate members of staff, adults and parents. Although we work with parents and children for a satisfactory outcome we understand that parents will not always agree with our course of action. However, we do expect that parents behave in a respectful, appropriate and courteous way both in front of their children, other children and adults. If parents are not satisfied with the result they have the right to formally complain under the Complaints Policy and Procedures. If parents persist this will be considered under 'Managing Serial and Unreasonable complaints' (found in the Complaints Policy).

## **Expectations of Parental Behaviour and That of the Wider Community**

We pride ourselves on having good relationships with all members of the school community, based on shared responsibility for our children, to ensure that all children have the best possible experience at school. We all recognise that the success of the school and therefore our children's education is dependent on a strong partnership between all members of the school community: pupils, parents, staff and governors. This partnership must be based on a polite, positive and respectful relationship. Further information can be found in the Parent Communication Policy.



Linked Policies:

Anti-Bullying Policy

Child Protection Policy

Safeguarding Policy

Physical Intervention Policy

Complaints Procedure

Equality Policy

Parent Communication Policy