

LVS ASCOT

INFANT AND JUNIOR SCHOOL BEHAVIOUR MANAGEMENT POLICY Including the EYFS

This policy reflects the school's values and philosophy in relation to behaviour and discipline, setting out a framework within which staff can operate and give guidance on rewards, sanctions and behaviour management. It is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

In order for the policy to be effective a relationship with other school policies is required. Specific expectations of behaviour are set out in the policies listed below:

- Anti-Bullying
- Boarding Principles and Practice
- Bounds Map
- Equality of Opportunity
- E-Safety / Acceptable Use / Cyber-Bullying
- Extended day
- EYFS
- Playground
- Pupil Complaints

All statements below take into account the individual needs of all pupils attending the school including those in EYFS.

Aims and expectations of behaviour management at LVS Ascot Infant and Junior School

- To ensure a positive, safe and secure working environment for all
- To encourage good behaviour and consideration for others
- To allow all pupils the opportunity to succeed
- To encourage a respect for learning
- To provide a clear structure in which all can feel supported
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To treat all children fairly and apply this behaviour policy in a consistent way
- To help children to become positive, responsible and increasingly independent members of the school community

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LVS Junior School Golden Rules

- We are gentle – we don't hurt others.
- We are kind and helpful – we don't hurt anyone's feelings.
- We listen – we don't interrupt.
- We are honest – we don't cover up the truth.
- We work hard – we don't waste our own or others' time.
- We look after property and resources – we don't waste or damage things.

Personal appearance.

As part of the LVS Infant and Junior School Community we expect our pupils to take a pride in their appearance and to adhere to the school uniform as specified in the Infant and Junior School Handbook. This uniform helps to build our community and to instil a positive working mindset in our pupils. Where pupils fail to meet these standards of dress and presentation they will initially receive a reminder from their class teacher and a record will be made in their prep diary or reading record book. Repeated offences may incur a sanction.

The role of class teacher

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The class teachers in LVS Infant and Junior School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- Teachers should create and maintain a stimulating environment that encourages pupils to be engaged
- Teachers must display the Infant and Junior School Golden Rules
- Teachers must develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- The Infant and Junior School staff treat each child fairly and enforce the Golden Rules consistently. The staff treat all children with respect and understanding.
- It is the responsibility of the class teacher to ensure that the school rules are upheld in their class, and that their class behaves in a responsible manner during lesson time.
- In the EYFS and KS1 the class teacher discusses the Golden Rules with their class at the start of every term. The Golden Rules are then agreed and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected from the very outset of their time with us. If there are

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incidents of anti-social behaviour, the class teacher either discusses these with the whole class during 'circle time' or with the child on a 1:1 basis according to the behaviour and the age and stage of the child concerned.

- In KS2 the Golden Rules are reaffirmed at the start of each academic year and pupils sign the bottom of the charter to signify their understanding and acceptance of these expectations.
- Where a pupil deviates from these expectations staff will enforce sanctions as appropriate to the behaviour displayed. It is essential that whatever sanction is applied the pupil(s) concerned understand and can articulate to the teacher the mistakes they have made and how that circumstance could be avoided in the future.
- The Infant and Junior School staff keep a record of serious incidents or behaviour. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Junior School Management Team.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour grades are reported to parents on a half termly basis.

The role of the Head of the Infant and Junior School

- It is the responsibility of the Head of the Infant and Junior School, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school. It is also the responsibility of the Headteacher School to ensure the health, safety and welfare of all the children in the school.
- The Head of the Infant and Junior School supports the staff implementing the policy by setting the standards of behaviour clearly and consistently within school.
- The Head of the Infant and Junior School keeps records of all reported serious incidents of misbehaviour.

The Role of the Principal

- The Principal has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child after consultation with the Director of Education and the Chairman of the Education Committee.
- Procedures for Suspension and exclusion are set out in the relevant whole school policies.

The role of the parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- The school rules can be found in the prospectus and we expect parents to read these and support them.

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- We expect parents to support their child's learning and to co-operate with the school, as set out in the Home School Agreement. (See *appendix 1*) We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of the Infant and Junior School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children House Point tokens which are then posted in the Junior School reception collection boxes.
- Students receive House Points for participation and success in the various House events throughout the year.
- Each week, class teachers award a Star of the Week certificate which is given to children for good work/behaviour. These certificates are acknowledged by the Head of the Infant and Junior School in whole school assembly on a *Friday*.
- Termly totals are calculated and the leading House is rewarded with a day of non-uniform. At the end of the academic year the team with the most House points win the coveted **House Cup**.
- Headteacher stickers and certificates are awarded to children for good work/behaviour or to acknowledge outstanding effort or acts of kindness in school. These are also supported with **House Tokens**.
- The Head of the Infant and Junior School has a 'Golden Board' to display exceptional achievements, examples of Learning Values application and behaviour.
- Pupils can be awarded certificates and badges for displaying the Learning Values in and around school.
- The youngest children in school can accumulate periods of 'Golden Time' to reward them for good behaviour.

The school acknowledges all the efforts and achievements of the children, both in and out of school.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

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- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place near the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.
- If a child is disruptive in class, the teacher reprimands him/her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child. Any incidents of a bullying nature are entered into the school Bullying Log which is maintained by the Head of the Infant and Junior School or her Deputy.
- Pupils receive prep, appropriate to their level within the Junior School. We request that this prep is completed to the best of their ability and handed in punctually. If prep is repeatedly forgotten, incomplete or of a standard beneath that expected of the student, sanctions may be implemented and in matters of significance parents may be called in.
- All pupils have timetabled Games, PE and Swimming lessons each week. Specific kit is required for these lessons. Repeated failure to bring kit and failure to produce a signed note from parents can result in a Sanction and parents may be called in.
- Pupils who repeatedly fail to hand in prep, forget kit or display frequent low level behavioural issues will be placed in a Friday lunchtime detention. Being placed in this detention will result in communication home to parents. If a pupil is seen repeatedly in the Friday detention rotation the sanction will be escalated to an afterschool detention with the Head of Junior School and an accompanying meeting with parents. Detentions are recorded in the Junior School Detention Log.

Report to Deputy Head of Junior School

If a child uses consistently poor behaviour (such as 3 times a term in detention) the Deputy Head may make the decision to place them in the Black Book. The pupil will spend time, under the supervision of the Deputy Head, writing a letter to their parent or guardian explaining what they have done wrong and how they can avoid misbehaving in the future. The pupil's letter is sent home to the parent or guardian, under a covering letter from the Head of the Infant and Junior School. The parent/guardian signs a copy of the letter to say they have read it and discussed it with their child and return it to school where it is placed in the Black Book. The incident is also recorded on the pupil's file. The Black Book is utilised only when other sanctions have failed to change a pupil's behaviour and a consistent disregard for the Golden Rules is having a significant impact on their own and other children's learning.

Meeting with Head of Junior School

If persistent bad behaviour continues, or there is a case of inappropriate physical behaviour, the Head of the Infant and Junior School will meet with the parents of the child to discuss ways forward to encourage improved behaviour. In rare cases it may be necessary for the

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Head of the Infant and Junior School to implement an internal exclusion. This happens when the Junior School Management team feel it is appropriate to isolate a pupil – for example to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this case the pupil would be placed in the head teacher’s office for a designated period of time. A pupil may be internally excluded for ½ -3 days.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately, in line with the Anti-Bullying Policy, to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Period of Reflection

A period of reflection (POR) at home may be given to pupils where a one-off offence takes place which is deemed to be inappropriate; or due to a combination of factors over a period of time; or due to a combination of incidents of poor behaviour over a period of time. A period of reflection (POR) is normally for between 1 and 4 days. A longer period of time may be deemed necessary depending on the exact nature of the behaviour. After a period of reflection (POR) a **reintegration meeting** will be held to welcome the pupil back to school, to discuss the issues that led to the exclusion and possible sanctions if further incidences of poor behaviour occur. This meeting could be either face to face or a phone meeting.

The only member of staff legally entitled to withdraw pupils from school is the Principal. It is important for all pastoral and senior staff to recognise this legal requirement. The Head of the Infant and Junior school will consult with the Principal on any issues relating to a pupil being withdrawn from school or boarding in either the short term or permanently.

Permanent Exclusion

Permanent exclusion may be deemed to be necessary for one-off serious events or after a series of periods of reflection (POR) where a pupil has not responded to any support the school has given them. Please refer to the Exclusion Policy.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Infant and Junior School's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs

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that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on the school behaviour policy, as part of their induction process. Behaviour management will also form part of continuing professional development.

The most effective means of shaping pupil behaviour is by mentoring, encouraging, discussing and target setting.

Monitoring

The Head of the Infant and Junior School and Principal monitor the effectiveness of this policy on an annual basis.

***Reviewed* 09.09.18**
***Reviewed by* C Cunniffe/R.Cox**
***Review due no later than:* 09.09.19**

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Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour **will not be tolerated in any circumstances.**