

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

Our children Take Care of: Our children will flex the muscles of:

Ourselves		Resilience
Each Other		Resourcefulness
Learning		Reflectiveness
The Environment		Reciprocity

Larkfields Junior School

Promoting Positive Behaviour Policy

July 2018

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1. Introduction and Rationale

1.1 Positive behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. Student's behaviour can prejudice their own educational chances, and also the education of the students around them. The role of the school goes beyond simply maintaining order. It should also play a vital role in promoting the spiritual, cultural, social, mental and physical development of the students. Students need to know that, as they grow up, they will take on responsibilities in the community that go hand in hand with their right.

1.2 It is the intention of Larkfields Junior School to assist students in developing a clear and acceptable view of what is right and wrong as they mature; appreciating the needs of others and of the society around them. Children learn by example as well as by rule. Staff at school have a substantial responsibility in setting a good example, although it is acknowledged that this will not be the only example that the students will follow.

1.3 Larkfields Junior School is committed to actively promoting the positive behaviour of all students who attend the school. The school believes that it should be fostering the following attributes in each student:

- respect for self
- respect for others
- respect for property and the environment
- co-operation and collaboration with others
- caring for self and others
- self-discipline and self-motivation
- independence
- a positive approach to life

1.4 We recognise that, in order to develop positive behaviour by all students, the full co-operation of students, staff, parents and governors is necessary to ensure a consistent and fair environment, with standards that are clearly understood and acceptable to all.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- 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

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3. Roles and Responsibilities

3.1 It is the responsibility of school staff to:

- Ensure that the school behaviour policy is implemented consistently in the classroom and around school
- Act as a role model for pupils; modelling positive behaviour at all times in and around school, having high expectations of themselves and all pupils
- Create a safe, nurturing environment built on mutual respect and strong relationships
- Treat all children equally and fairly ensuring they have regular opportunities to develop an understanding of their rights and responsibilities
- Explicitly teach the expected behaviours
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Recognise that some pupils may need a more sensitive and differentiated approach and make reasonable adjustments
- Record behaviour incidents, seeking the support of the Senior Leadership Team where necessary
- Report to parents any concerns regarding the behaviour or welfare (if appropriate) of a child

3.2 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to

- Set the standards of behaviour
- Determine the school rules and any disciplinary penalties for breaking them
- Implement the school behaviour policy consistently throughout the school
- Ensure that the school environment encourages and promotes positive behaviour and that staff deal effectively with unacceptable or inappropriate behaviour
- Support staff in the implementation of the policy
- Monitor the effectiveness of the policy and provide feedback to staff
- Report any fixed term or permanent exclusions to the Local Authority
- Report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school

3.3 It is the responsibility of parents/carers to:

- Ensure that their child behaves in line with the school's STAR and Take Care Charters
- Work collaboratively with staff to ensure that children receive consistent messages about how to behave at home and in school
- Support the actions of the school when reasonable sanctions have been employed to discipline a child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

3.4 It is the responsibility of the governors to:

- Review and approve the school's approach to positive behaviour
- Support the Head Teacher in its implementation
- Advise the Head Teacher about particular disciplinary issues

4. STAR and Take Care Charters

4.1 The school has four simple rules that all children are expected to follow. These make up the STAR charter:

- **Safe** – we act safely at all times in order to keep ourselves and others safe
- **Team Player** - we work together as part of a team in order to solve problems more effectively and efficiently, developing the skills of co-operation, collaboration and negotiation.
- **Active Learner** - we join in in all aspects of our learning, participating in the classroom, listening to others and giving everything a try. This helps to develop independence and resilience.
- **Respect** – we show respect for everyone and everything, recognising that everyone adds value to our school and developing tolerance for others.

4.2 The STAR charter is embedded across the school and sits alongside the school's Take Care Charter:

- Take Care of Learning
- Take Care of Ourselves
- Take Care of Each Other
- Take Care of Our Environment

5. Rewards and Sanctions

5.1 It is the aim of the school to promote a positive ethos in which all children feel safe and valued. All staff will praise children who are 'caught doing what is expected' either verbally or using visual cues.

5.2 The school's main reward system is ClassDojo. Children 'caught doing what is expected' will be awarded Dojo points linked to four Take Care areas. Additional points may be awarded for those children who go 'above and beyond' expectation. Dojo points can be awarded by any member of school staff. The Head teacher may declare a 'Double Dojo' week linked to a specific area of the 'Take Care' charter.

5.3 Once children achieve 100, 200 or 300 dojos, they will be rewarded with a bronze, silver or gold badge and their name will be displayed in the hall on the school's 'Wall of Fame'.

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5.4 The class teacher may reward children in other ways, for example using recognition boards, letters or telephone calls home or special privileges or responsibilities.

5.5 Once a week, one child per class will be awarded the achiever badge and certificate in assembly. This will link to one of the four Take Care areas. Termly certificates will be presented to children who 'Always' take care of one of the four areas.

5.6 On a weekly basis, teaching staff will select one child per week who has shown that they consistently follow the STAR charter. A postcard will be sent home in the post to reward this achievement.

5.7 The school believes that children should be 'reprimanded in private' and 'praised in public' in order to draw positive attention to expected and wanted behaviours rather than the negative. Initially, a 30 second scripted intervention will be used within the classroom which will be followed up at playtime and lunchtime through a restorative conversation.

This can also lead to a behaviour reflection session with the Head Teacher in which an afternoon break will be missed. This will be recorded and parents contacted if a pattern or repeated behaviours continue.

5.8 If parents have any concern 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 Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.9 **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 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 (see anti-bullying policy for further information).

6. The Use of Reasonable Force

6.1 All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force).

6.2 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children to prevent injury to themselves or others. The actions that we take are in line with government guidelines.

6.3 Staff are trained in the use of MAPA (Management of Actual or Potential Aggression) on induction. It is the responsibility of the Head Teacher to review staff training needs.

6.4 The use of reasonable force should be a last resort and should not be used as a form of punishment.

7. Malicious Allegations

7.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy. Please refer to our **Safeguarding Policy** and the **Keeping Children Safe in Education** government document when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

7.2 The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Fixed-term and Permanent Exclusions

8.1 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the Head Teacher excludes a pupil, she must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Head Teacher must inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

8.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

9. Monitoring

9.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, incidents and trends. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school maintains accurate records using standard records of incidents of misbehaviour. The Head Teacher monitors the behaviour incidents in order to identify issues or trends. These will include children whose names appear frequently.

9.3 The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10. Review

10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of policy: July 2018

Review Date: July 2020



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Appendix 1

Larkfields Behaviour Approach

Habits of teachers who manage behaviour well:

- They meet and greet children each morning
- They persistently catch individuals doing the right thing
- They teach the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- They sustain a passion for teaching and learning that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept
- They refuse to give up
- They keep their emotion for when it is most appreciated by the learners

30 Second Intervention

1. Gentle approach, personal, non-threatening, drop down to the child's level, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is (eg 3 minutes at breaktime). Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow time to decide what to do next. If there are comments as you walk away write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

Restorative Conversation

- A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague.

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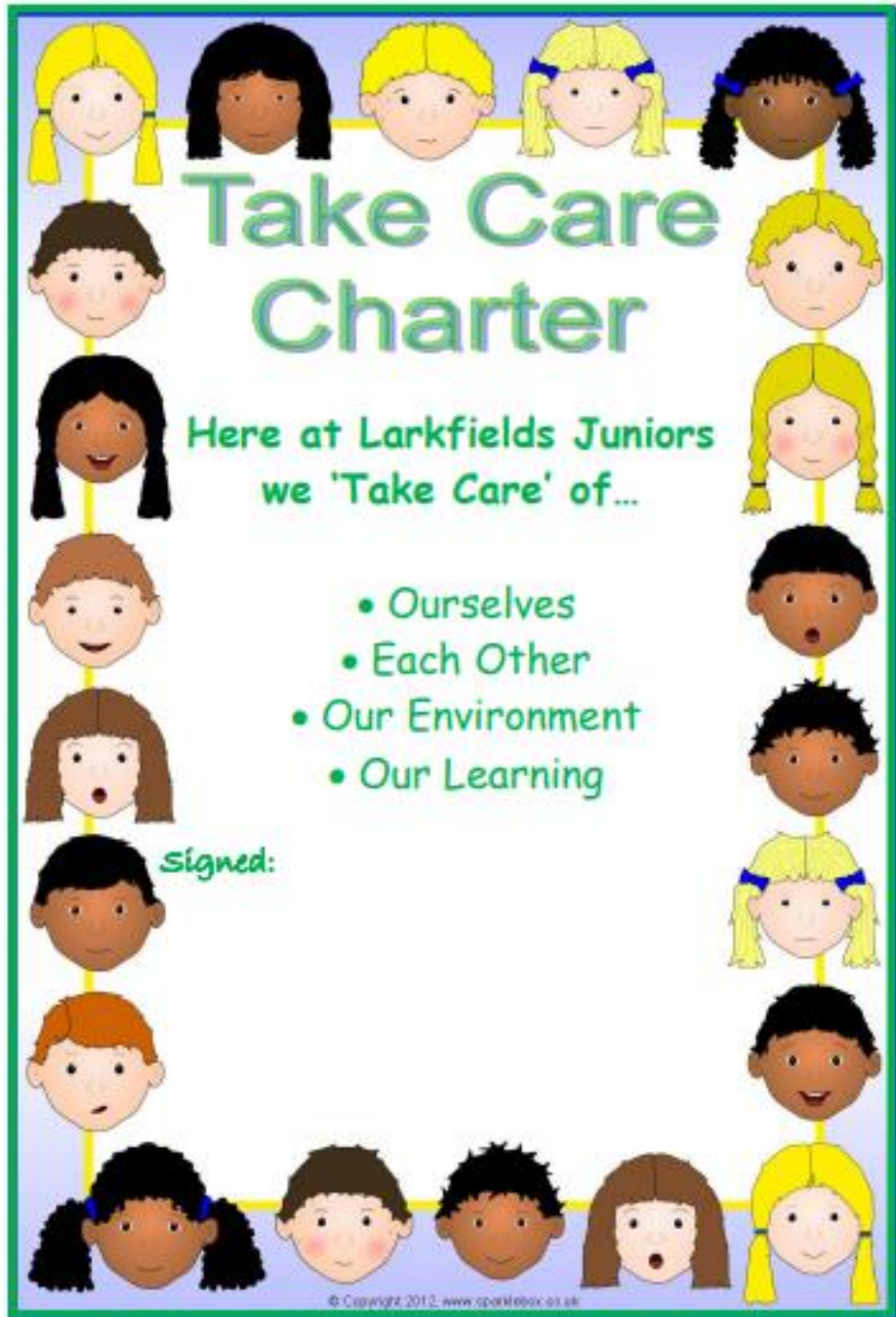
- The meeting is to discuss the behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- 5 simple steps can be followed:
 1. What's happened?
 2. What were your choices at the time?
 3. Who else was affected by your behaviour?
 4. What have you thought since?
 5. How can we make this right now?



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Appendix 2

Take Care Charter



Appendix 3

Scripted Intervention

Example 1 – Talking when others are speaking to the whole class

Name I have noticed on 3 occasions that you have been talking when I/other people have been talking. In this classroom we have one voice and listen when others are speaking. That shows that we respect others. I'll be speaking to you at break/lunch time for 3/5 minutes. I know that you can do this because yesterday/last week you listened beautifully when *person* was talking. That's what I expect to see.

Example 2 – Child running through school

Name I noticed that you were running through school. In and around this school, we walk. That keeps ourselves and others safe.

Example 3 – Child on Trim Trails when it's not their day

Name I noticed that you were on the Trim Trail when it isn't your day. At playtimes and lunchtimes, we stick to our allocated day in order to keep ourselves and other people safe. It also shows respect for others. I know you can do this because yesterday/last week when it wasn't your day, you didn't go on the trim trail. That's what I expect to see.

Appendix 4

Restorative Conversation

*Name, I asked you to stay behind at playtime/lunchtime today because in the lesson you shouted out three times.

What choices did you have at the time?

Who else was affected by your behaviour? How? How might each of those people feel? How do you feel?

What choice should you have made?

What have you thought about your behaviour since?

What can you now do to improve your behaviour?

Appendix 5

Letter to Parents re behaviour

Date

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could. On three occasions, I have had to hold restorative conversations with _____.

It is important that your child understands the need to follow our code of conduct and I would like to arrange a time with you to discuss their behaviour and how we can move forward.

Yours sincerely,

Signature

name

Class Teacher