



Sir John Lillie Primary School

Behaviour Policy

AIMS

- To provide a safe environment in which all children can learn, succeed and feel proud of their achievements
- To create an environment that encourages and reinforces good behaviour and prevents any form of bullying
- To define acceptable standards of behaviour
- To promote self-esteem, self-discipline and positive relationships
- To effectively communicate the school's expectations and strategies to the whole school community effectively

EXPECTATIONS OF BEHAVIOUR

At Sir John Lillie Primary School ("SJL") we believe that good behaviour facilitates effective learning, teaching and well-being. Children function optimally when they feel safe and secure.

Whole School Rules

All pupils are expected to keep the 3 school rules and expectations:

- **We are Responsible:** Follow instructions given by all school adults.
- **We are Safe:** Keep hands, feet and objects to ourselves.
- **We are Kind:** Treat everyone with respect in our words and actions.

Whole School Values

- Respect
- Empathy
- Courage
- Resilience
- Kindness
- Curiosity

Out of Class Expectations

- Moving around the school quietly and sensibly.
- Keeping to the left on stairs.
- Lining up in a safe and orderly manner.
- Playing with respect and kindness in the playground at all times.
- Wearing correct school uniform.

The 3 school rules will be clearly displayed around the school and playground. It must be emphasised that although it is important to follow the school rules, the primary aim of the behaviour policy is not simply to enforce the rules, but to be used as a means of promoting good relationships so that we can work together with the common purpose of supporting everyone's learning and well-being.

ROLES AND RESPONSIBILITIES

Each member of the school community has a role and responsibility to ensure a safe and happy environment for all concerned.

Pupils

- It is important for children to have a say in the way their school functions and operates. Children at SJL take an active part in voicing their opinions and helping to make decisions through the roles of the Children's Leadership Team and through pupil voice surveys/conferencing.
- Pupils treat all members of our school community with respect and courtesy and treat others as they would wish to be treated.
- Pupils respect the environment and equipment.
- Pupils follow instructions.
- Pupils arrive at school punctually, attend regularly and are ready to learn.
- Pupils do the work set and allow others to do the same.
- Pupils use a range of communication strategies to avoid fighting and physical violence.
- When there is a problem, pupils inform a member of staff.
- Pupils prioritise kindness and tolerance. They are successful, effective communicators. Bullying, racism, sexism, sexual harassment, swearing and behaviour of an inflammatory nature against any member or group of members of the school community is never tolerated.
- Pupils take responsibility for their own actions.
- Pupils are supported in communicating their worries or concerns effectively.
- Pupils take pride in their school uniform by looking smart, wearing their uniform correctly and taking care over their appearance.
- When they are in their school uniform outside school, pupils behave appropriately and are responsible for their actions.

Parents/Carers

- We encourage Parents/Carers to take an active role in the School and promote an "open door" policy to facilitate communication. Parents/Carers commit to the Home School Agreement when their child first starts at SJL.
- The school seeks to work collaboratively with Parents/Carers so that the messages regarding behaviour at home and at school are consistent and followed up by both parties

- Families are responsible for supporting their child's learning and for co-operating with the School. We try to build a supportive dialogue between the home and the school and inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- Parents/carers are responsible for getting their children to school on time and ready to learn, on a regular basis.
- If something has occurred at home which may affect a child at school, families should inform us as soon as possible as this often pre-empts problems.
- Parents / carers are expected to respond to the school's concerns about their children, to answer or return phone calls and letters and to treat all staff with respect in order to support their children's behaviour, learning and well-being.
- Parents and carers are expected to act appropriately and show respect towards staff, children, other parents and carers whilst in the playground area, in the building and outside the school gates.
- If the school has to use reasonable sanctions to encourage their child to take responsibility for their own behaviour, parents/carers should support the actions of the school.
- If families have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains unresolved, they should contact the Headteacher, Deputy Headteacher or the Chair of Governors. If their discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Details of this procedure can be obtained from the school.

Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Headteacher and staff in carrying out these guidelines.
- The head teacher has day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular behaviour concerns. The head teacher must take this into account when making decisions about behaviour.

All staff and volunteers

- We cherish and prioritise our relationships with children/young people and their families
- We treat all children with respect and understanding.
- We model the behaviour we wish to see
- We always give children/young people a fresh start as required
- We use Emotion Coaching principles to support children/young people, parents/carers and our colleagues.

- We treat each other with courtesy, extend this courtesy to the pupils and listen to each other respectfully.
- We are all responsible for implementing our behaviour policy, including our school support staff, volunteers and lunchtime staff.
- Lunchtime can be a very difficult time for children, particularly those who have behavioural difficulties or Special Educational Needs and class teachers or the SENCO should be consulted with regards to appropriate strategies to be deployed.
- Our lunchtime staff are responsible for dealing with incidents which occur during the lunchtime in accordance with the school's policy.
- Serious lunchtime incidents should be reported initially to the Senior Midday Meals Supervisor and the SLT. **These incidents are to be recorded on incident sheets.**
- For less serious offences, where a school rule has been broken and a sanction is required an incident sheet has to be completed (obtained at first aid). These are passed on to the appropriate adult. The incident sheet is then filed in the office.
- We aim to ensure the lunch break is a safe and happy time for all pupils. Additional support during the lunch break can be provided, including referral to nurture group or art club
- We promote good behaviour through modelling a positive attitude towards learning and playing, polite behaviour and by using a consistent system.
- We expect staff to work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so we try to keep families as well informed as possible. We will always try to listen and to respond to concerns expressed by pupils, parents/carers and governors through incident sheets and reflection reports.
- We treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school.
- We are responsible for being punctual and well prepared for lessons and for preparing work which is suitably adapted to meet the needs for all pupils.
- We are aware of the individuality of the children and make reasonable allowances for their range of behavioural needs.
- We remain calm and controlled when dealing with incidents and focus on the behaviour rather than labelling the child – our priority is to support the child with reflection, communication, resolution and adaptation.
- Initial attention will always go to the 'victim' so children do not see poor behaviour as a way of getting attention. Staff will hear both sides of the story to allow children to have their say. This will be recorded by the adult and/or child on incident sheets. All incident sheets are filed in the office for monitoring purposes.

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building. It is also the duty of the class teacher to follow up any incidents that have occurred in the playground either themselves or to delegate to another member of staff.
- Where frequent disruptive or rule-breaking behaviours occur the class teachers should inform parents/carers, the Welfare Mentor, phase leaders and SLT, and record their conversations.
- We all have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- We treat all children fairly and enforce the classroom/school code consistently.

Headteacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the School, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher and the deputy head teacher support the staff by implementing the policy, by setting the standards of behaviour and by supporting all staff in the implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.

1. MONITORING

- The SLT monitor the effectiveness of the behaviour policy on a regular basis. The head teacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents and notes incidents when they have been supervising children in the playground as necessary.
- The SLT also make a note of serious incidents where a child is sent to him/her and these are kept centrally.
- Information gathered via incident sheets is recorded on SIMS and is used to identify trends and patterns that can serve to reduce the number of incidents. E.g. if several incidents occur in one area of the playground, or with one group of children.
- The head teacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of fixed-term suspensions and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

Approaches

Restorative Approach

An effective behaviour approach is one that is positive and seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and setting expectations of good behaviour.

This approach:

- Focuses on what has happened and any harm caused
- Encourages and enables children to understand the impact of their actions
- Encourages children to take responsibility for their actions
- Addresses the needs and feelings of the child/children affected
- Repairs situations where harm has been caused to through communication (restorative conversation,) mediation, awareness of feelings - empathy and resolution

REWARDS AND SANCTIONS

The whole school follows a behaviour ladder model. These vary slightly depending on the age and key stage of the child.

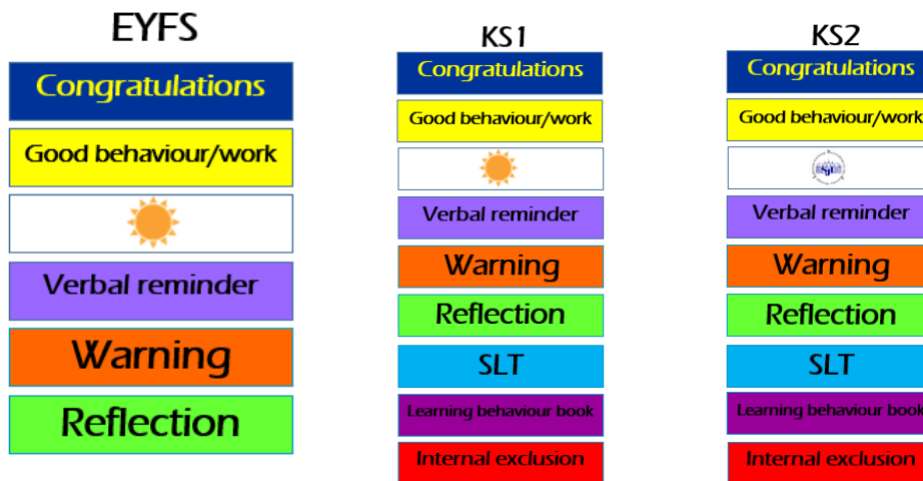
Children are rewarded in a variety of ways for good behaviour.

- Staff praise the children.
- Children are given individual stickers/stamps.
- Children may be sent to show good work/ acknowledgement of good attitude/approach to good behaviour to the head teacher, deputy head teacher or other members of staff.
- Children may be assigned with a particular responsibility.
- Class teachers can nominate a child for 'Star of the Week'.
- Good work/good behaviour may be celebrated during assembly.
- Children may receive a certificate which can be presented and celebrated during assembly.
- Children's good behaviour or hard work may be recognised visually on classroom displays and reward systems. Children are moved to the pot of gold in EYFS & KS1. IN KS2 they receive Lillie points.

Where school rules are not followed the following sanctions are in place.

It is important to remember, when dealing with poor behaviour, that it is the behaviour, not the child we are attempting to change.

We operate a behaviour ladder system whereby we follow the different levels of agreed sanctions.



Purple: Verbal reminder

A verbal warning is given and the child's name is placed on the chart or noted by the teacher.

Orange: Warning

If behaviour has not improved the class teacher will issue a formal warning, which will result in a tick/mark alongside the child's name on the chart to indicate a warning has been issued. The child may be asked to remove themselves from their position to another part of the classroom where their behaviour is no longer a distraction, and where they will also be able to focus/concentrate independently.

Green: Reflection

Children who continue to display disruptive behaviour or break any school rules will then have minutes of their playtime taken away from them. Reflections will be held in a classroom on the ground floor.

Early Years Foundation stage: EYFS will organise their reflection in accordance with EY curriculum and with their peers.

KS1: Playtime reflection is held in the classroom on the ground floor with a supervising staff member.

KS2: Upper school playtime reflection may be extended for a longer period of time, depending on the behaviour and is held in the classroom on the ground floor with a supervising staff member.

All reflections will conclude five minutes before the end of play time to allow for toileting, exercise and drinks.

A reflection may include catching up on missed reading from home, spellings, homework, filling in the reflection sheet and writing an apology letter.

During reflection, an age appropriate conversation will occur between the child and staff member following the emotion coaching model.

Turquoise: SLT/ Teacher Lunchtime reflection

If a child is sent to lunchtime reflection it must be for more serious incidents i.e. fighting/aggression/persistent extreme attitude or rudeness. [More minor offences are the responsibility of the class teacher to detain the child for the appropriate amount of time.]

Lunchtime reflections will be carried out by SLT/class teacher and children attending need to have completed an incident form related to the incident. It is the discretion of the SLT member whether the parent is informed and will be responsible for following the incident through. This can result in the request for a meeting with the parent/carers, and/or an internal suspension. It is important that families respond to these requests for a meeting as we value the knowledge families have about their children and this helps us to devise strategies to prevent a recurrence.

Where an incident has occurred between two children or a group of children restorative conversations will take place.

Dark Purple: Monitoring Learning Behaviour Book:

Monitoring learning behaviour book is issued for a set period of time.

Children at this level of practice have referred to the Senior Leadership Team (SLT). Children and staff at this level of practice have referred to the Senior Leadership Team (SLT). Children

A member of staff will make a brief comment/ pictorial representation (depending on the age of the child) at the end of each session. The child will also reflect on their behaviour and comment pictorially by way of a smiley/sad face. There are agreed times and agreed sanctions in place stipulated by SLT and these are reviewed by SLT within this set period. This will be shown to SLT to review and discuss with the child, parent, carer and teacher. The focus is on identifying why this behaviour has taken place, the consequences of this behaviour on themselves and others and how to problem solve and self-regulate to ensure the child is following the school rules at all times.

The book remains in school.

The child's parent/carers will be informed. Families are encouraged to be involved in the monitoring of the book and supporting good behaviours by looking at the book on a regular basis.

Red: Internal placement

Internal Placement:

The child works independently in another classroom for a set amount of time. Parents are informed. Work is provided by the child's class teacher.

Lunchtime supervision:

Purple: Verbal reminder

Orange: Warning

Green: Reflection during lunchtime.

Child sits and writes out a child incident sheet (Years 2-6 only) [Class teachers should not be disturbed at lunchtimes, unless it is an emergency.] Class teachers to be handed any incident sheets to follow up at the end of lunchtime for information.

Blue: Refer to an SLT member

Red: Refer to Headteacher

Physical Restraint.

Staff only physically intervene to restrain a child in exceptional circumstances in order to prevent injury or damage.

SJL follows the guidelines and recommendations detailed in the London Borough of Hammersmith & Fulham booklet on restraint entitled "Know Your Rights On Restraint". Only those that have attended the Positive Handling training will restrain a child; another member of staff may support under their guidance.

Racist Incidents

All racist incidents are treated very seriously and need to be reported to a member of the SLT. Parents/carers will be informed. Records of any incidents need to be recorded and reported to the Governing Body.

FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

- The school follows the DFE info on suspensions and permanent exclusions from maintained schools published in May 2023.
- This may be for a fixed period of up to 45 school days in any academic year. The head teacher may also convert a fixed-term suspension to a permanent exclusion if the circumstances warrant this. This is with consultation with the LA and governors.
- For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Such action is only taken after very careful consideration. In all cases of exclusion, the parents/carers are informed immediately and given the reasons for the exclusion. The school governors are also informed.
- The parents/carers are informed that they can, if they wish, appeal against the decision to exclusion to the governing body. The School informs the parents/carers how such appeal may be made.
- The LA is informed of all fixed term suspensions and exclusions and these are monitored carefully for any signs of bias or injustice. Prior to reinstatement of the pupil a planning meeting is always arranged.
- For suspensions over 5 days the governing body has a Disciplinary Committee to consider any appeals.
- For suspensions over 15 days, the Disciplinary Committee will meet.
- If the governors' appeal panel decide that a pupil should be reinstated, the head teacher must comply with this ruling.
- The Governing Body cannot either suspend a pupil or extend the suspension period made by the head teacher.
- For permanent exclusions a meeting is held by the LA to consider the circumstances in which the pupils were suspended, consider any representations by parents/carers and the LA and whether the pupil should be reinstated.

SJL recognises the potentially detrimental impact of exclusion/suspension and consequently, in order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future, including ELSA or counselling referrals
- Use a relational approach to behaviour management
- Using **Emotion Coaching** to provide co-regulation and to support a child or young person to understand their emotions.

STEP 1: Recognising the child's feelings and empathising with them

STEP 2: Labelling the feelings and validating them

STEP 3: Setting limits on behaviour (if needed)

STEP 4: Problem solving with the child

On the rare occasions that suspension or exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and create a plan going forward focusing on problem solving together
- Hold a restorative group for staff involved in supporting the child or young person
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

STRATEGIES FOR IMPROVING BEHAVIOUR.

Below are some examples of strategies used in the school to improve behaviour:

A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

We use a relational approach to behaviour management.

- Appropriate and effective communications between pupils, parents/carers and staff.
- Organising a convenient time to discuss situations/difficulties with pupils.
- Whole class circle time.
- Nurture groups.
- Playground games.
- Playground buddy.
- Support from outside agencies including the OAT academy
- Reflection sheet /child incident sheets.

- All school staff use Emotion Coaching to support children/young people's emotional needs and support self-discipline.
- Staff training is provided
- ELSA support and interventions where required.
- Restorative conversations: What happened? What were your thoughts? Who/what has been affected and how? What needs to happen now? How can you put this right?
- The use of strategies such as zones of regulation to support self-regulation.
- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback, sanctions or behaviour support; in which we explain how a behaviour has/has not embodied these expectations

HEALTH AND SAFETY

- The school will consider whether certain behaviours are appropriately safe when planning visits outside the school grounds. If the behaviour is deemed unsafe for anyone concerned, then additional adult support will be sought from within the school or the family. If this is not possible, exclusion from the trip may be necessary.

SPECIAL EDUCATIONAL NEEDS.

- Staff realise that some children experience more difficulty than others in regulating their own behaviour and that these children have a number of reasons for this that will be explored. Some of these children will come under the umbrella term 'special educational needs' ("SEN"). This is taken into consideration by staff and targets for their behaviour may be set which reflect these differences. All class teachers will liaise with the SLT, SENCO, mental health leads, and parents to provide tailored strategies to support, where required outside professionals will support this process.
- We differentiate our behaviour policy as appropriate to meet the needs of all children/young people within our school community, in line with the Equality Act (2010).