



BEHAVIOUR POLICY

Date prepared: September 2023

Date Approved by School Improvement Committee: December 24

Date of Next review: September 2025

1 Aims and objectives

- 1.1 It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The academy's behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The academy has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships and positive learning behaviours, so that people can work together with the common purpose of helping everyone to learn.
- 1.3 The academy expects every member of the academy community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

2. Rules

Children and adults at Lady Jane Grey Primary School have worked hard to create a set of rules for our academy. The rules and sanctions were drafted and then approved by the whole academy. These are the important rules that have been created:

Our Great Expectations

- We always show good manners and politeness.
- We are kind and thoughtful towards others.
- We listen carefully to each other.
- We are honest.
- We work hard and are always ready to learn.
- We respect our academy and our academy property.
- We aim to be the best we can be.

The rules are of equal importance; we would like children to follow them in the community as well as in the academy. These expectations are the basis of this policy. They are displayed prominently throughout the academy. It is important that children know these expectations and understand them. All our rules are discussed with the children and explained where necessary. They have all made an agreement to follow them.

Alongside the Great Expectations we operate the Commando Jo's programme which places the ethos of respect at its core.

R - reliance
E - empathy
S - self-awareness
P - positivity
E - excellence
C - communication
T - teamwork

3. Rewards

- 3.1 We praise and reward children for good behaviour in a variety of ways:
- Verbal praise
 - Marbles in the jar
 - Head teacher/ Deputy Head stickers
 - Smiley face stamps
 - Each week, we nominate a child from each class to receive a 'Star of the Week' Award in our Friday Celebration Assembly.
 - At the end of each term, teachers select two pupils to be awarded "Star of the term"
 - All children are awarded House Tokens which they put into the token accumulator situated in the reception foyer
 - The House Cup is awarded to the house with the most tokens at the end of each term. .
 - Children can also receive special gold and silver tokens
- 3.2 We acknowledge, praise and reward children who keep the rules.
- Once a reward has been earned it cannot be removed
 - All adults in the academy should be involved in rewarding children who are setting a good example in following the rules.
- 3.3 The academy acknowledges all the efforts and achievements of children, both in and out of the academy, showing certificates and awards that have been achieved outside of the academy in class and assemblies.

4. Sanctions

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

- We expect children to listen carefully during lessons. If they do not do so, they will be given a verbal warning and then a second warning and if the behaviour continues missed play time.
- A missed playtime will result in children being sent to the reflection room.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, they will be given a verbal warning and then if the behaviour continues they will move through the final warning, reflection and finally they would report to the senior leadership team. We may ask them to move to a more suitable place.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the lesson and will either:
 - If another adult is present they will be asked to escort the child out or if no additional adult is present then another child will be sent with the warning triangle card to the nearest available teacher or adult, to assist with the issue.
 - If the child cannot be removed the teacher will remove the rest of the class until the child has been appropriately calmed and removed from the situation.

5. Sanctions

5.1 The Behaviour Warning System (See Appendix A – The Behaviour Warning System)

Reflection - The child must then report to the reflection room at the next playtime (they will miss their 15 minutes of playtime), where the member of staff on duty will talk to them about their behaviour.

If behaviour continues or the misbehaviour is of a serious nature:

- If behaviour does not improve, then the child must report to the Headteacher or in his absence the Deputy Head immediately where they will be spoken to and appropriately sanctioned. The child's parents will be informed of the behaviour.
- If a child has been sent to the Head/Deputy Head, then the child's parent/carer will be informed. If a child has been sent on multiple occasions in one half term then the Headteacher or in his absence the Assistant Headteacher will meet with their parent/carer to discuss their behaviour and assess the need for a behaviour report.
- The focus on all sanctions is to support them in learning from their mistakes and in making amends for their actions. Therefore children will always be asked to say sorry and whilst in the reflection room they

will conduct a task to reflect on their behaviour. See Reflection Room 'Code of Conduct'.

5.2 Pastoral Support

It may be appropriate for children to access pastoral support as a way of supporting positive behaviour choices and dealing with behaviour linked to their emotions. Teachers can refer children to the pastoral team who they feel need some extra support. This can take place at end time of the school day but lunchtime sessions are available to those children who would benefit from a less stimulating environment than the playground.

The Bee Hive is a dedicated room that is designed to be a calm and reflective space in which children can think, discuss and explore their thoughts and feelings while being supported by a member of the pastoral team. The Bee Hive is equipped with resources to support this process of reflection and building more positive behaviour choices and improved emotional wellbeing.

5.3 Playtime and Lunchtime Sanctions

In the playground the same system is in place and any warnings issued transfer to the classroom at the end of playtime or lunchtime. Children will also be given an immediate 5 minute time out and asked to sit on a bench if they have not acted appropriately upon a verbal warning out in the playground.

5.4 Serious Misbehaviour

The following are possible responses to serious misbehaviour which may have resulted in being sent to the Headteacher's office:

- Parents informed
- Meeting between parents and the Headteacher
- Behaviour Report KS1/KS2
- Lunchtime Reflection
- Exclusion from academy at lunchtime
- Exclusion from academy for a fixed period
- Permanent exclusion

5.5 Behaviour Report (see Appendix B) - is a way of closely monitoring a child's behaviour throughout each day (including playtime and lunchtime). The child meets with their parents, class-teacher and the Headteacher to set no more than two targets. The report is monitored by the class- teacher and parents. At the end of the week the Headteacher meets with the child to look at their progress. Parents are kept updated of their child's progress. The behaviour report will be formulated between the class teacher and the child.

- 5.6 The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, all adults within the academy will act immediately to prohibit any further occurrences of such behaviour. All reported incidents of bullying are logged by the Head Teacher.
- 5.7 All members of staff are aware of the regulations regarding the use of force by adults in the academy. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

6. The role of the Class Teacher

- 6.1 It is the responsibility of Class Teachers to ensure that the academy rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 6.2 The Class Teachers in our academy has high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 The Class Teacher treats each child fairly, and enforces the academy rules consistently. The teachers treat all children in their classes with respect and understanding.
- 6.4 If a child misbehaves repeatedly in class, the Class Teacher will operate the behaviour warning system.
- 6.5 The class teacher will communicate with the SENCO and with the Headteacher and may also contact a Parent if there are concerns about the behaviour or welfare of a child.

7. The role of the Headteacher

- 7.1 It is the responsibility of the Headteacher, to implement the academy's behaviour policy consistently throughout the academy, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.
- 7.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying.
- 7.4 The Headteacher has the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour. This may be an exclusion from the schools premises or exclusion from the classroom. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the academy governors have been notified.

8. The role of Parents

- 8.1 The academy collaborates actively with parents, so that children receive consistent messages about how to behave at home and at academy.
- 8.2 We display the academy Great Expectations on the academy website, we expect parents to read them and support them.
- 8.3 We expect parents to support their child's learning, and to cooperate with the academy, as set out in the home–academy agreement. This document is completed as children enter the academy and annually thereafter.
- 8.4 We expect parents to support the actions of the academy. If Parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher.

9 The role of Governors

- 9.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- 9.2 The Headteacher has the day-to-day authority to implement the academy's policy on behaviour and discipline.

10 Monitoring and review

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The academy keeps a variety of records concerning incidents of misbehaviour. The class teacher records behaviour-related incidents through ScholarPack and/or CPOMS. The Headteacher records serious incidents in which a child is sent to him/her on account of bad behaviour on C-POMS.. We also keep a record of any serious incidents that occur at break or lunchtimes.
- 10.3 The Governing Body reviews this policy annually. 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.

Appendix A

The Behaviour Warning System

Verbal Warning (Second offence of any below goes to a Reflection)	Reflection	Headteacher
<ul style="list-style-type: none"> - Shouting out on the carpet. - Ignoring the teacher. - Disturbing others. - Not sharing. - Fiddling when the teacher is talking. - Turning around when the teacher is teaching. - Note passing. - Purposely skidding on the astro-turf. - Running inside the building. 	<ul style="list-style-type: none"> - Responding to someone else's behaviour. - Play fighting. - Saying unkind things and hurting feelings. - Destroying someone else's belongings. - Being unkind e.g. name calling. - Ignoring a Warning. 	<ul style="list-style-type: none"> - Bullying. - Hurting someone on purpose. - Spitting on purpose. - Stealing. - Ignoring an orange card. - Dishonesty - Inappropriate language

Re-enforce positive behaviours
<p>Actions and displaying behaviours that meet any of the school's Great Expectations should be praised and children should be rewarded accordingly.</p> <ul style="list-style-type: none"> • We always show good manners and politeness. • We are kind and thoughtful towards others. • We listen carefully to each other. • We are honest. • We work hard and are always ready to learn. • We respect our academy and our academy property. • We aim to be the best we can be.

Appendix B



Lady Jane Grey Primary School Report Card

Name		Class				
<ul style="list-style-type: none"> • Write no more than two behaviour targets in the box below • Please grade their behaviour at the end of each session with a tick for each target achieved • Send a copy home to parents 						
Behaviour targets:						
W/b	Session 1	Playtime	Session 2	Lunchtime	Session 3	Session 4
Mon						
Tues						
Wed						
Thurs						
Fri						
Teacher comment						
Signed			Date			
Teacher:						
Headteacher:						
Parent:						

