



School Policy



Behaviour & Discipline Policy

Spring 2021

At Lightmoor village primary School everything we do is based on building positive attachments with our children.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears later in the policy and approaches can be discussed with the school leadership team.

Aims

- To promote positive behaviour for learning amongst our pupils
- To have a calm and safe learning environment
- To support pupils in making the right choice and managing their behaviours and feelings
- To promote trust and respect for others, regardless of differences
- To have a consistent, easily understood system in place for everyone

Our Expectations

Our expectations of behaviour are high here at Lightmoor and are appropriate to the age and stage of development of the child. Regular opportunities are taken throughout the day to promote children's sense of self-worth through giving attention and praise. This is done through the awarding of 'smileys' to pupils. These are stickers/ stars that go on children's charts in class and is a system that is used across the whole school.

Instructions given to children are simple and clear and explanations are always given of why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to the child that it is the behaviour and not the child that is disapproved. Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened, and what should happen to resolve the situation. This gives children the chance to become involved in the setting rules and boundaries for behaviour in the setting.

Children and adults are expected to be role models for our pupils, being courteous at all times, holding doors for others and greeting each other as they pass in and around the school building. All staff are expected to implement this policy and to ensure that is carried out in constant manner for all.

Focusing on positive behaviour is the key!

We have 4 very simple whole school rules and a whole school reward system using instant 'smileys' as referred to above. When children gain 10 smileys they earn a point for their house team. Everyone across the school is encouraged to award smileys and sometimes pupils even award them to other pupils.

Our School Rules

- Be kind to everyone
- Be polite and treat everyone with respect
- Walk everywhere inside our school building
- Work calmly so that everyone can learn

Celebration Assembly

Every Friday we hold a whole school celebration assembly for all children and staff. Each class teacher will present a Lightmoor leaf for behaviour and attitude and a Learning leaf for learning and classroom work. The two children from each class will come to the front to collect their certificates and to place their leaves onto our Lightmoor Tree. The Nurture room staff present an owl award and the Head teacher presents an acorn award to someone who has stood out that week in school. All children that gain awards have their pictures taken after the assembly and are invited to sit on the 'golden' table to eat their lunch. The house points scores are shared at the end of assemblies so that pupils can see how their team are doing based on the behaviour points that week. This is a chance to come to together as a school and celebrate our achievements.

During COVID – 19 we have been having the assemblies in class and our Head teacher has been visiting at the door to see us get our awards!

At Lightmoor Village Primary School we believe that behaviour is a way of communication.

We look at each event in context and are committed to seeing all behaviour as a form of communication. Therefore, we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We treat children as individuals, ensure that the curriculum is appropriate for each child and that teaching styles are varied, and we use praise and rewards as our main tool. There is a lot of encouragement in this school, and because we are equally quick to tell a pupils when they are behaving inappropriately, we constantly reinforce the barriers that differentiate respectful behaviour from inappropriate behaviour.

When children have not followed the school rules or the requests of adults after verbal reminders then all members of staff follow the same tracker system from Year 2 – Year 6. Reception and Year 1 have a very visual behaviour system (See appendix 1 and 2 for more details).

Connection before Correction

If children have become involved in any form of conflict, practitioners will:

- Approach calmly being aware of your body language; it says a great deal about your intentions and feelings. Gently reach out to children who are upset or angry. Use a calm voice to communicate a POSITIVE and NEUTRAL attitude. Use 'I'm wondering if' as a technique to start the conversation eg "I'm wondering if you are angry because you friend took your ball"

It is important to make a connection first before you being to correct the behaviour

- Acknowledge the feelings "I can see that you are upset and that is okay...can you tell me what happened?"
- Give children time to calm down after an event if they need it and try the techniques above after they are calm.

- Listen to all sides of the story. Where other children have been involved encourage them to resolve the conflict together and decide where they should be placed on the tracker or what the next steps should be.
- Encourage the children to reflect on their own behaviours and talk through what they could do instead next time.

Provision for pupils can be categorised into 3 sections:

- **Universal:** The standard level of provision and support for all children
- **Targeted:** When a child and their family have needs that require support and interventions above and beyond normal universal services.
- **High Needs:** When a child requires more specialist or intensive support vital for those with more complex needs.

Examples of the support we offer here at Lightmoor:

Universal:

- Staff listen to children, are curious and empathetic and have a desire to do what they can to help a child having a difficult time.
- Children are given opportunities to correct their own behaviours and situations and each day is a new day.
- We focus on the positives, however small, and communicate with parent and carers regularly.
- Staff at Lightmoor are flexible with pupils and understand that what works for one child may not for another.
- Effective tracking of behaviour to help identify patterns and changes in order for support to be given
- Structure, routines and boundaries for all pupils and adaptations to these to meet the individual needs
- Staff are reflective of situations and looking at what the adult and system could have done differently and then make the changes
- Zones of Regulations delivered across the school to support self-regulation

Targeted:

- Family support workers (Strengthening Families) EHSP assessments
- Nurture support in school
- Morning nurture sessions and breakfast
- Smashlife mentoring sessions
- Personal positive behaviour plans
- Meetings with parents
- Home / school communication books
- Advice and sessions from behaviour support
- Social stories
- Feelings thermometers
- Morning meet and great

High Needs:

- External specialists (for example Behaviour support, psychologists, occupational therapists, music/drama/art therapists)
- Safe spaces such as nurture rooms that are available at any time should the child need them
- Modified timetable
- FAP
- 1:1 Key workers
- Buddy system and mentors in school
- Higher levels of containment and or structure for difficult times such as transitions.

Alongside our 4 school rules there are expectations set around uniform and safety in lessons such as PE. See appendix 3 for further information.

The biggest thing a school can do is see the child not just the behaviour

As we know all children have had different life experiences and we are all individual. For this reason sometimes a small number of pupils find that the tracker is not an appropriate system for them. In these cases we look at what works best for the child in collaboration with staff and parents and where appropriate external professionals. This is when individual plans can be set up and key worker support can be put in place for those that need it most. For some of our pupils school is a very scary place and they may feel that they don't trust adults so we have to take steps to build relationships and build self-esteem.

Keeping everyone safe

Children that refuse to comply in school, cause a dangerous situation and/or put themselves and others at risk can be temporarily excluded for the safety of themselves and others. This decision is not taken easily. As a school we do everything that we can to keep children in school. The school exclusion system will follow the Telford and Wrekin education guidelines. When children return from a temporary exclusion parents will be asked to meet with the Head and Deputy Teacher/class teacher. An individual plan will then be put in place. If there are further incidents of a serious nature and the school have tried every option possible then the Head teacher and Governing body can make the very difficult and rare decision to permanently exclude a child from school

Leaving the classroom or school grounds

If a pupil runs out of a class we will establish where he/she had gone. Staff must not run after them but just keep them in view from a safe distance. If a child is no longer in the school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left the school and is at risk.

The power to use reasonable force or make other physical contact

Refer to policy on Using Reasonable Force

Power to discipline beyond the school gate

Through assemblies and PSHE lessons pupils are made aware that their behaviour both within and outside the school gates should be acceptable. Incidents of unacceptable behaviour outside of the school will be dealt with on an individual basis in partnership with parents/carers.

AMMENDEDMENT

In light of the COVID – 19 pandemic the rules and routines in school from September 2020 will be different to what is normally expected.

- Children in each year group will be arriving and leaving school at specific start times and at specific points they will be expected to do this sensibly and following the Lightmoor rules.
- Children will need to wash hands at specific point in the day and follow the instructions from the adults in charge.
- Children will have to remain in designated teaching places and playtime areas and not move to other areas.
- Children will not be able to be walking down corridors unaccompanied and will need to ask an adult if they need the toilet.

It is our duty to keep the children and adults as safe as possible in school.

Reviewed: March 21

Next Review: September 21

Reviewer: Jane Siddons, Lucy Cowan and Governing Body

Appendix 1

In the Reception and year 1 class here at Lightmoor we have a very visual behaviour management tool that seeks to focus on the positive. Each classroom has a sun, a cloud, a sad cloud a rainbow and a rocket/star with children's names on pegs. Every day each child starts off with their named peg on the happy sunshine with the aim of trying to get to the rainbow and even the rocket or star by following the school rules and making the right choices. If a child forgets one of our school rules or makes a wrong choice after verbal reminders, they will be shown that they have been moved to the 'sad' cloud. The aim will then be for the staff to get the child back onto the happy sunshine as quick as possible. Moving to the sad cloud for hurting others or after lots of reminders could result in having 4 or 5 minutes away from an activity for some reflecting time. The Reception and year 1 class teacher also presents the leaf awards on a Friday celebration assembly along with the rest of the school. The Reception and Year 1 pupils contribute to the whole school smiley awards with their sticker charts and to their house teams.

Appendix 2

Year 2 – Year 6

The rest of the school here at Lightmoor from year 2 up use a tracker system. Children and staff in school are all familiar with the procedures and can talk about the consequences.

All staff always start with the positive and use calm, polite but firm requests and consider repositioning, separating to prevent behavior escalating before using the tracker.

If a child is disrupting the learning or causing upset after having a verbal warning then they have a **'W' (for warning)** written on to the tracker next to their name. This is still only a warning but the formality of seeing it written down is usually more than enough to remind the child of the appropriate behaviour.

Step 2: If this behaviour continues or another rule is broken in the same day then the child has a **2** written on tracker **(to show stage 2)**. This will **mean 10 minutes of the child's time is taken as a consequence of this**. This could be either at playtime, lunchtime or if in the afternoon 10 minutes of missing out on an activity that the class take part in. The 10 minutes should be spent reflecting on the behaviour inside with the class teacher or TA.

Step 3: For negative behaviour repeated, continued refusal to comply after having a chance and getting to **W** and **2**, or different behaviour on the same day then it becomes a **3** on the tracker **(stage 3)**. This will **mean 15 minutes of the child's time is taken as a consequence of this** (whole of breaktime of some of lunch time play). This could be either at playtime, lunchtime or if in the afternoon the following day's playtime. This time should also be taken indoors with the class teacher/TA. A stage 3 can be allocated on the first occasion of poor behaviour where the child has does something that the member of staff feels is more serious than a 2 e.g not telling the truth or upsetting or hurting others emotionally or physically.

Step 4: If behaviour is more serious – intentionally hurting others, swearing, abusive comments, continuous refusal to comply or bullying then the child will be made aware that they will be going straight to **4** on the tracker **(stage 4)**. This could also be through non-compliance and moving through tracker up to a 4 from a W. **Once on a 4** a child will lose **15 minutes of their time** as above and are then placed on **an individual behaviour report**.

Report: When a child is placed on a behaviour report their parents/carers are notified by the class teacher that day, this may be a phone call or a meeting with a parent. Children will work on the report for 1 week. Targets are agreed between the class teacher and the child and over the week the child is positively encouraged to get smiley faces in each of the sections of the school day to meet the target number agreed at the start of the week. This enables us to really breakdown the school day for that child and see if there are any triggers or challenging lessons/ activities that impact on their behaviour. If a child meets their target at the end of the week then they can come off report and parents are contacted. If a child demonstrated unacceptable behaviour whilst on the behaviour report then the report may continue into the next week with regular reviews and meetings.

Appendix 3

Alongside our 4 school rules there are expectations set as a school to ensure the safety and wellbeing of our staff and pupils.

A. **Food and drink**

Children may bring fruit from home to eat at morning playtime.

Packed lunches are encouraged to be as healthy as possible and not include sweets, chocolate or fizzy drinks. Children have regular access to water and must be supplied with water bottles.

B. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. If children cannot remove earrings themselves they should be taken out at home on the days the child does PE or studs may be covered with micro pore tape.

C. **PE Kit**

Appropriate clothing must be worn for all PE activity and long hair must be tied back.

D. **School Clothing**

The school has a separate school uniform policy. Uniform is purchased through the supplier (details are on our website). Only black flat-heeled suitable school type shoes should be worn no trainers or boots.

E. **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible to the school office and not left in trays, bags or coats.

F. **Transitions**

The end of playtimes and lunchtimes are signalled by an adult blowing a whistle. When children hear this they should stop what they are doing and walk to their classroom doors and line up at the back of the line. If they have had equipment this should also be brought down and put away.

G. **Hand signal**

Across the school many staff will raise their hand in the air to signal for children to do the same and stop talking. This is used in the hall and when we are in large gatherings. Children may need reminding of this and have some time to practise in class particularly in the younger years.

H. **Fire Safety**

All classes need to line up in register order on the MUGA in the event of a fire or a fire drill. Teachers must practise this in class with pupils so that they are clear of where to stand.

I. **Mobile Phones**

We ask that children do not bring mobile phones or any other items of technology into school.