

# Lancaster Lane School



## Behaviour Policy 2019-20

Everyone in our school is valued for their uniqueness and is nurtured within a caring community to become a happy and successful individual.

Mrs J Geldard (Head Teacher) is the named behavioural lead within school. This policy has been developed from the Department of Education's Guidance (DFE – Behaviour and Discipline in Schools – February 2014) which provides advice to Head Teachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils (to be read in conjunction with the 'Anti-Bullying' Policy).

### **Statement of Principles:**

At Lancaster Lane School, we endeavour to create a secure, happy and nurturing environment within which children are expected to behave well. Lancaster Lane has a consistent Positive Behaviour Management Policy which teaches our pupils to become responsible of their own behaviour and to be caring, respectful individuals. It is our aim:

- to ensure that children feel safe and secure at school
- to provide an environment for learning where good behaviour is encouraged and celebrated
- to provide a clear framework so that behaviour management is consistent throughout school
- to ensure the wellbeing of all staff and pupils by promoting fairness in the treatment of individuals
- to help children manage their own behaviour by fostering a sense of responsibility
- to develop inclusive practices that meet the needs of individuals as well as the school as a whole

For children to show:

- Self-belief and confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Pride in being part of the school community
- Interest and concentration in their activities
- Empathy with other's feelings and a helpful attitude
- Respect for their environment, our local community and the wider world
- Pride in our uniform and appearance

For children to show resilience through:

- Coming to school every day
- Being on time
- Trying our best
- Never giving up

## **Context:**

This policy should be read in conjunction with these policies listed below:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Single equalities Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Home-school Agreement
- SEND Policy
- Prevent Policy
- Online Safety Policy

## **Classroom Management:**

All staff at Lancaster Lane use positive reinforcement to promote high standards of work and good behaviour. We endeavour to do this through:

- developing strong pupil / staff relationships.
- using positive reinforcement.
- planning and delivering high quality, structured lessons, which motivate, challenge and inspire pupils.
- using consistent, fair approaches when addressing both positive and negative behaviours across the school.
- use of a restorative approach to solve dilemmas and conflicts between peers.
- incorporating British Values

We believe that learning needs to be fun and pitched at the appropriate level for all children in class.

## **Rules:**

All groups within the school community have thought carefully about the behaviour we expect of children in different situations. These include working together in groups, as a whole class and working independently. We have also thought carefully about the way in which we expect our pupils to conduct themselves during less structured times when playing together and moving throughout school.

- We will follow instructions from all adults.
- We will move around school in an orderly way.
- We will show respect for each other.
- We will wait and take turns to speak.
- We will speak politely to everyone.
- We will complete all our work to the best of our ability.
- We will look after our school environment.

## **Rules for Transition Times –**

- We will use good manners at all times.
- We will walk quietly into the lunch hall and sit at our place straight away.

## Rewards

### DoJos:

To celebrate a pupil's **individual** achievements such as a good piece of independent work, a fantastic answer to a question or an improvement in behaviour, relevant staff will award DoJos to children.

### Stickers, Stamps and Certificates:

Stickers, other certificates and stamps in books will be used at teachers' and teaching assistants' discretion to promote positive values within their classrooms.

### Team Points:

To celebrate achievements and acts of kindness that have an impact on the wider school environment children will be awarded team points. These will be counted up at the end of each term and the team which receives the most points will be awarded a non-uniform day.

### Special Mention and the Top Table:

Children who have excelled above and beyond the expected norm will be awarded a Special Mention certificate. There will be a child from each class who is awarded a Special Mention by the class teacher. Both the Head Teacher and welfare staff will also be asked to provide a Special Mention nomination each week. At lunchtime on Monday, following the award of a Special Mention in the previous week, there will be a 'top table' and children who have received a Special Mention the previous week will join this table with a peer of their choice.

### Golden Time:

Every Friday afternoon we have *Golden Time* to celebrate the fantastic behaviour and attitudes of the children. We are proud of our children's behaviour in school and we firmly believe that all children start each week having *Golden Time* as a reward for this on a Friday afternoon.

## Sanctions

At school, there will be times when children do not behave in an appropriate manner. Children need to discover boundaries and what is deemed acceptable behaviour as part of growing up. Our Positive Behaviour Management Policy states sanctions clearly. Our pupils will be made aware that they are responsible for their actions and that whether positive or negative, all actions have consequences. The teacher or class TA will usually deal with minor breaches of discipline in a caring, fair and supportive manner, with some flexibility regarding the age of the child. These include:

- Positive reinforcement will always be used to encourage pupils to conform to appropriate behaviours.
- A verbal reprimand and reminder of expected behaviour.
- At times where the pupil is continually disruptive and where may prove beneficial to themselves and others in the class they may be moved to work alone.

Only children whose behaviour is inappropriate over a period of time would normally visit the Head Teacher. However, it is also possible that a child may warrant a trip to the Head Teacher's office after one serious incident e.g. if it involved stealing or violent behaviour.

### **Golden Time - Time out:**

There are some occasions when the children let themselves down by making poor choices in their behaviour and will have to miss Golden Time. This year, school staff will deal with any minor behaviour issues within the daily class settings but if a child's behaviour has been more serious, they will miss ALL of Golden Time that week and spend the entire session with Mrs Geldard.

Where children do not complete work or work is completed below the known standard of the child, Golden Time and playtimes may be used to the finish incomplete work.

This will be recorded and monitored by the Senior Leadership Team.

### **Reading Club**

Children who have not read a minimum of three times throughout the week at home will attend reading club as part of their Golden Time option to have the opportunity to read for pleasure. NB: School staff do NOT see this as MISSING Golden Time rather as an opportunity to engage children in the pleasure of reading.

### **Conduct outside the school gates:**

Teachers **may** also discipline students in certain circumstances when a pupil's misbehaviour occurs outside of school. The policy includes the school site, and extends to outside school site (eg. School visits, trips, school transport and also online bullying which may take place outside of school) '**where it would be reasonable for the school to regulate pupils' behaviour in those circumstances**' (DfE 2017).

### **Exclusions:**

The option of excluding a child is considered to be a last resort decision. It would only be considered if it was felt that by remaining in school the child would endanger the health and safety of those within it or if he / she greatly undermined the authority of the school staff. Exclusions will always take into account all circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing board (or the governors' discipline committee) about an exclusion and the governing board must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing board upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **Criminal Law:**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act

2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

### **Searching and Confiscating:**

There are two sets of legal provisions which enable staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they act lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

Staff have the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, knives and extreme child pornography must be handed to the police. Otherwise it is for the teacher to decide if and when to return an item or whether to dispose of it.

### **Use of Reasonable Force:**

In our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Additionally this applies to staff who have been accused of misconduct pending investigation.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Reasonable force must never be used as a punishment. This is always unlawful.

Please refer to our Reasonable Force Policy for additional information.

## **Roles, Rights and Responsibilities:**

In order to achieve our aims we recognise that lots of different people need to work together. This includes, teachers, teaching assistants, support staff, welfare staff, parents and governors. Each of these members have a different role to play in supporting positive behaviour within the school community. All children at Lancaster Lane School have the right to:

- Feel safe, happy and secure at all times.
- Be listened to, treated both fairly and as an individual.
- Learn and play without threat or disruption from others.

The Head Teacher and governors are responsible for setting general principles that inform the School's Positive Behaviour Policy. The policy has taken into its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Head Teachers are responsible for developing the Positive Behaviour policy in the context of this framework. The Head Teacher and the SLT (Senior Leadership Team) have set out the standards of behaviour expected of pupils at the school and outlined in this policy how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The Positive Behaviour policy outlines measures that are in place to prevent bullying. This policy is published on the school website and reviewed annually by the Head Teacher and SLT. Teachers, teaching assistants and other paid staff with responsibility for pupils MUST use the policy in order to support pupils and manage pupils whose behaviour is unacceptable.

## **School Support Systems / Multi-Agency Assessment:**

Inclusion rather than exclusion applies to all of the children at this school. To support this philosophy it may be necessary for a child to have an individual targets or strategies implemented in order to scaffold their behaviour. An Individual Pupil Plan (IPP) specifically for a pupil's behaviour may also be considered. As with all IPPs, parents are closely involved in the process of helping their child to achieve the targets.

In some situations outside support may be sought. Child and Adolescent Mental Health Services (CAMHS) or the Lancashire Special Educational Needs and Disability Team (SEND Team) may be asked to assist in making an assessment and recommendation as to how progress can be made. Lancaster Lane School is signed up to the Service Level Agreement for Golden Hill Referral Unit and is also part of the Chorley Inclusion Support Services Inclusion Hub.

## **Record Keeping:**

CPOMS is used to record incidents where staff have had to deal with a child's behaviour. Conversations with parents are recorded as is a record of sanctions given.

## **Consultation, Monitoring and Evaluation:**

The Head Teacher and SLT are responsible for monitoring the effectiveness of the Positive Behaviour Policy and ensuring high standards of pupil behaviour. The Head Teacher and SLT are also responsible for monitoring the staffs' management of challenging behaviour by ensuring that all staff follow the protocols and procedures outlined in this policy.

### **Anti-Bullying:**

This policy should be read in conjunction with the school's Anti-bullying Policy.

### **Complaints Procedure:**

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office or on the school's website.

In respect of this particular policy it should be noted that:

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder-this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true-it is not for the member of staff to show that he/she has acted reasonably.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Please refer to the 'dealing with allegations of abuse against teachers and other staff' guidance where an allegation has been made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

If a decision is made to suspend a teacher, a named contact will be offered as support.

The governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.