

LGCS Policy	LGCS Behaviour Policy					
Approved by	LAC	Issue Date	Sep 17	Review Date	Sep 2018	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

### LGCS Code of Conduct:

<b>Take Care of Yourself</b>	<b>Never</b> Do anything silly or dangerous where you might be hurt. Stay in school at break times or leave school with permission. Talk to strangers in school unless they have a school badge.
	<b>Always</b> Tell someone if you are unhappy, being picked on or bullied.
<b>Take Care of Others</b>	<b>Never</b> Do anything to hurt others (such as hitting/name calling) Distract others from learning Be cheeky or rude to adults
	<b>Always</b> Be friendly to visitors, newcomers and other children
<b>Take Care of Our School</b>	<b>Never</b> Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name
	<b>Always</b> Be proud of your school

### Rewards

#### 1) General

Above all, praise and encouragement in and out of lessons should be used as much as possible.

- Favourable comments should be entered on pieces of work, (see Marking Policy)
- School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment Policy).
- Recognition can be given to success in Praise Assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher is recommended for special commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Line Leaders Ambassadors, Librarians etc.
- Stickers can be awarded by teachers for good work and / or behaviour.

#### 2) Whole School Reward System (See Appendix A for Nursery/Saplings)

**I Am Purple:** At LGCS all children and adults strive to be 'PURPLE' (Proud, Unique, Reflective, Loving, Positive and Empowered). Children receive dojo points when they demonstrate these values. A weekly Purple Praise assembly is then held in which the child who has received the most DOJO points for that week from each form group is rewarded with a Purple Postcard.

**Attendance:** At LGCS we recognise the link between good attendance and good behaviour. Consequently, the class, who achieve the highest attendance in the school each week, will be rewarded with a bonus 'Purple Time' session.

**Class Reward System: 'The Purple Prize'** All classes will work towards a reward called the Purple Prize awarded at the end of each block. This prize will be awarded if the class hits their DOJO target for the block.

Notes:

- The Prize should be changed regularly, involve full teacher engagement and be genuinely rewarding for the children.
- Rewards on offer will be discussed in phase meetings to ensure that there is not a wide discrepancy of prizes being offered between classes.
- Progress towards the class target must be displayed in class.

LGCS Policy	LGCS Behaviour Policy					
Approved by	LAC	Issue Date	Sep 17	Review Date	Sep 2018	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

- All children will be set a target for the block. If they fail to achieve their target they will not be able to take part in and/or receive the reward. Instead, they will participate in a support session in which building learning power techniques will be taught.

### Sanctions

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

### Serious Incidents

A child who has committed an act deemed to be serious enough can be moved immediately to stage 6, 7 or 8 by the Principal or Vice-Principal. If behaviour results in physical or verbal abuse towards a teacher/adult a "Violence or Aggression" Form (Appendix 1) must be completed. If physical restraint has been used by a teacher a SUAT Physical Intervention Form (Appendix 4) must be completed by all who witnessed the incident and then directly passed to the SENCO. The SENCO will advise staff members on which form is appropriate.

Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed. **Depending on the nature of the offence, this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to. If unacceptable behaviour occurs:

(Classroom teacher)

#### Use Normal Strategies:

E.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

### Stage 1 Final warning (staff involved: Classroom teacher and/or Assistant)

Use the agreed phrase, "This is your final warning. Do you understand?" Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

#### **FROM NOW ON, NO MORE WARNINGS....TAKE ACTION**

### Stage 2 Time Out A (Staff involved: Classroom Teacher and/or Assistant)

- Child sent to designated Time Out Table/ (Please note the Thinking Chair is used in EYFS.) The Time Out Table must be placed away from the rest of the class to limit disruptions.
- 5-10 minutes sitting alone in order to reflect; calm down etc. without causing disturbance.
- Child records when and why on the Class Time Out A Sheet. This sheet must be available in the drawers under the Time Out Table (see Appendix 2)
- The Senco team will monitor Time Out A records once a block.

If behaviour improves	Return to lesson	If behaviour does not improve	Move to Stage 3
-----------------------	------------------	-------------------------------	-----------------

### Stage 3: Time Out B (Staff involved: Senco, class teacher and teacher colleague)

To be used if a child regularly receives Time Out As or commits a **serious** act of verbal or physical aggression. **N.B.** It is the responsibility of the class teacher to use their professional judgement in defining what a regular offender is.

- The child is escorted to the parallel class teacher who will supervise the child for an agreed period of time
- Details of the incident are to be recorded on SIMS by the teacher or classroom assistant giving the Time Out B.
- The adult giving the time out B **will** speak to the child's parent/carer at the earliest convenience and will log a record of the conversation (including telephone conversations) on a communication log (Appendix 3) and hand to the office the communication form can then be given to the office to be uploaded onto Sims.
- Once a decision is made that a child is regularly offending, this information **must** be shared with the SENCO.
- The SENCO team will monitor all behaviour logs (A and B).
- Any Time Out B awarded at lunchtime **must not** take place during lesson time. Instead behaviour considered to be sufficiently inappropriate will be reported to a designated member of the lunchtime staff. They will then report the incident to the Principal/ Vice-Principal or SENCO and co-ordinate a lunchtime Time Out B if this is felt necessary. Time Out Bs at lunchtime will involve the child performing jobs around the school and demonstrating to the rest of the school that they can turn their inappropriate actions into positive ones.

If behaviour improves	Return to lesson	If behaviour does not improve	Notify the Senco who will move the child to Stage 4
-----------------------	------------------	-------------------------------	---

### Stage 4: SLT Review (Staff Involved: Principal/ Vice-Principal and SENCO)

LGCS Policy	LGCS Behaviour Policy					
Approved by	LAC	Issue Date	Sep 17	Review Date	Sep 2018	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

- A weekly meeting will be held between the Senco and Principal/ Vice-Principal. At this meeting a decision will be made on which future action should be taken.
- Before this meeting the class teacher must ensure that the SENCO pass all Time Out B records and the Behaviour Assessment Profile (appendix 5)
- Possible actions may include a phone call or meeting with parents/ carers, the class teacher being asked to record patterns of behaviour using the Behaviour Record Sheet (Appendix 8) or a move to Stage 5.
- If a decision is made to move a child to stage 5, the SENCO will then log the date, child's name, and notification that the child will be moving to stage 5 on and parents will be notified by the SENCO.

**Stage 5 Behaviour Contract Meeting (Staff involved: Class Teacher and SENCO, Principal/ Vice-Principal for 1<sup>st</sup> and final meeting)**

Wherever possible, these meetings need to be held before or after school to minimise disruption to teaching time.

Pre-Contract meeting

This will be held to discuss with parents that their child has had several Time-outs and will be monitored for a suitable period. It will also be stated that behaviour is responsibility of home and school with the expectation being that support from home, for school will see a positive change in behaviour. Another meeting will be arranged if behaviour is not seen to have reached expectations.

At this meeting:

- The reasons why the child is being placed on the Behaviour Contract will be discussed
- The Behaviour Assessment Profile (appendix 5) completed at stage 4 will be shared
- Parents/carers will be asked to complete a Parent Questionnaire (appendix 6)
- Parents/carers will be handed The Behaviour Contract (Appendix 8) and asked to discuss pupil targets and parent targets before the next meeting.
- A Communication Log will be completed (Appendix 3) and handed to the office within 24 hrs. who will record it on SIMS.
- A time will be arranged for the meeting to set targets.
- At this stage a referral to behaviour support will be made by the SENCO and EHC plan and/or funding needs will be considered.
- Behaviour Contract Meeting. At this meeting
  - The completed Parent Questionnaire (appendix 6) will be discussed.
  - The class teacher will bring a completed Positive Behaviour Questionnaire (Appendix 7) which will be discussed.
  - The Behaviour Contract (Appendix 8) will be made and agreed with all parties. It should provide a limited (maximum of three) unambiguous and above all, **achievable** targets for the child's behaviour e.g. to stay on task at all times is not a realistic target for the best behaved child let alone a troubled child. (see Appendix 8) The Behaviour Contract must make clear that the consequences for breaking the agreement will be to move to stage 6. The Behaviour Contract should include possible rewards agreed by all parties and with the child in mind. (For example attending an after school club for free, lunch with a teacher or rewards at home.) If possible rewards are to happen outside of regular learning time. Rewards can be recorded on the reward record sheet
  - Parents/ carers must be made clear that daily feedback on progress will be given to the child and communicated with parents/carers and
  - It must be made clear that targets are to be reviewed weekly. Targets can then be made more difficult as behaviour improves, to set new areas to tackle or to remove the child completely from contract. The Principal/ Vice-Principal will make the final decision if the child is to be removed from contract but no child should remain on a Behaviour Contract for longer than 6 weeks.
  - A Communication Log will be completed (Appendix 3) and handed to the office within 24 hrs, who will record it on SIMS.
  - At this stage a referral to behaviour support will be made by the SENCO and EHC plan and/or funding needs will be considered.

If behaviour improves	Remove from contract.	If behaviour does not improve	Repeat no more than 3 cycles of meetings/ contract then move to Stage 6
-----------------------	-----------------------	-------------------------------	---

LGCS Policy	LGCS Behaviour Policy					
Approved by	LAC	Issue Date	Sep 17	Review Date	Sep 2018	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

**Stage 6 Internal Exclusion (up to 5 days) or reduced timetable Staff involved: Class Teacher, Principal/ Vice-Principal, SENCO and Inclusion Officer.**

- This stage will be individual to the child and could result in a reduced timetable, exclusion for lunchtimes only etc. These consequences will be agreed by the Principal/ Vice-Principal
- Child attends Principal/ Vice-Principal or SENCO office for extended period of time of 1, 2 or 3 days.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Behaviour Support and/or Inclusion Officer are to be informed.
- Discuss managed move for fixed period with agreed review process with parent/carer

If behaviour improves	Return to class on a Behaviour Contract	If behaviour does not improve	Move to Stage 7
-----------------------	---	-------------------------------	-----------------

**Stage 7: Fixed Short Term Exclusions Staff involved: Principal/ Vice-Principal, Chair of Governors and SENCO**

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate
- Upon return to school, child stays on contract for a minimum of 2 weeks.
- Discuss managed move for fixed period with agreed review process.

If behaviour improves	Remove from Behaviour Contract	If behaviour does not improve	Move to Stage 8
-----------------------	--------------------------------	-------------------------------	-----------------

**Stage 8: Permanent Exclusion Staff involved: Headteacher/ Deputy Headteacher, Chair of Governors and SENCO**

- Parents, Chair and Clerk of Discipline Committee..
- Discipline Committee meet and consider all representations and reports (Parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.
- Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or one off offence. These may include:
  - Serious actual or threatened violence against another pupil or a member of staff.
  - Sexual abuse of assault
  - Supplying an illegal drug
  - Carrying an offensive weapon
  - Serious deliberate damage to school property

**Troubled Children**

Littleton Green Community School acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

LGCS Policy	LGCS Behaviour Policy					
Approved by	LAC	Issue Date	Sep 17	Review Date	Sep 2018	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

### Specific Objectives/Statements and Procedures:

We recognise that building self-esteem and self-confidence can encourage a child to display positive behaviour, as can encouraging mutual respect, kindness, politeness, thoughtfulness, sharing, tolerance and all areas of positive social behaviour. Each child is valued as an individual and their feelings and viewpoints will always be considered when planning and running the sessions. To facilitate this:

- Carpet time discussions on “rules and routines” of the group will be held regularly and what is and isn’t acceptable behaviour will be discussed with the children in an appropriately development way.
- Any forms of abuse/discrimination/bullying are unacceptable by children and adults and this will be immediately made clear.
- Parental participation will be requested to ensure socially acceptable behaviour
- All staff will model appropriate positive behaviour
- Staff will ensure that positive behaviour is both praised and encouraged. This can be on a 1:1 basis, publicly and/or by informing the Parents/Carers.
- All children will be listened to and valued and encouraged to feel comfortable and confident within the setting.
- Children will be encouraged to help in the day to day tasks at Pre-school/Nursery/Wraparound and given praise.

### If a child behaves in a socially unacceptable way:

- We use explanation, encouraging the child to realise why certain behaviour is unacceptable and explain other positive methods to achieve what the child wants.
- We use positive reinforcement of good behaviour to help modify a child’s behaviour.
- Staff will not intervene, unless requested when another member of staff is dealing with a situation so as not to give mixed messages.
- The thinking chair will be applied if necessary. Whilst at this chair, the child where a child will be given an explanation on what aspect of their behaviour needs to improve and how they could achieve it. A short period of time is then given to allow the child to think about their behaviour.
- If a child is in danger of hurting themselves or others, they will be removed from the situation by a staff member and taken to “The Thinking Chair”.
- If a child cannot be soothed, advice will be sought from senior staff members. In a situation where the child cannot be calmed by any of the above methods, advice will be sought from the Parent/Carer.
- In a serious situation,(defined as an action which requires time on the Thinking Chair) a staff member will discuss the child’s behaviour with the Parent/Carer at the end of the session. This conversation will be logged on a school communication log (see appendix 3)
- If a child regularly presents recurring unacceptable behaviour, advice will be sought from outside agencies on how best to support the child. Advice will be sought form parents before any request is made.

### **Incidents/Physical Restraint in EYFS/Saplings**

- Physical restraint will only be used to avoid a child or other children being hurt or serious damage to property. Such an event will be recorded and reported to the child’s Parents/Carers. (See also Physical restraint Policy)
- Other children witnessing the incident will be reassured by a staff member.
- Staff will handle situations in a developmentally appropriate fashion.
- We will always endeavour to explain to a child in a manner that is age appropriate.
- All staff will be encouraged to attend Behaviour Management courses and training will be regularly updated.

### Appendices (see staff share)

Appendix 1	Violence and Aggression form
Appendix 2	Time Out A Form
Appendix 3	Communication Log
Appendix 4	SUAT Physical Intervention Form
Appendix 5	Behaviour Assessment Profile
Appendix 6	Parent Questionnaire
Appendix 7	Planning for Positive Behaviour
Appendix 8	Behaviour plan/contract
Appendix 9	Behaviour Record sheet