



## **Longacre School Behaviour Management and Sanctions Policy**

**This policy includes the Early Years Foundation Stage**

*Policy Written: October 2019*

*Policy to be reviewed: October 2020*

The Deputy Head, Mr Ben Moir, is responsible for all matters concerning behaviour and discipline, supported by the Head of Pre-Prep Mrs Nicola Mould who is the named practitioner, responsible for the implementation of this policy in the Early Years Foundation Stage setting.

*We believe that one of the chief strengths of Longacre is the cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.*

### **1. Introduction:**

At Longacre we recognise that all members of the school community have rights, but with these come responsibilities:

- It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

The policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

### **2. Behaviour Expectations at Longacre:**

***In our school we embrace the 'Longacre Way' our school rules, which incorporates the following:***

- To treat others as we would like to be treated;
- To be honest;

- To listen;
- To do our best to be our best;
- To share;
- To be kind and helpful;
- To be forgiving.

***We make sure that this happens through:***

- A consistent approach to behaviour management;
- Strong school leadership;
- Excellent classroom management;
- Effective systems of rewards and sanctions;
- Clear behaviour strategy and the teaching of good behaviour;
- Ongoing staff development and support;
- Suitable support systems for pupils through Form Teachers, School Council and other pastoral systems;
- Liaison with parents and other agencies;
- Managing pupils' transition effectively;
- Organisation and facility;
- Taking disciplinary action against pupils who make malicious allegations against staff;
- Support through key transition stages and effective preparation for the next stage of education.

***Good Behaviour is taught through (for example):***

- Form Time when pupils are provided with an opportunity to discuss their conduct and that of other pupils;
- Assemblies: school expectation is reiterated and discussed;;
- Behavioural management structure: Golden Time;
- Effective rewards systems: use of housepoints, shield points and Blue Cards;
- PSHEE: moral ethics are understood and explored;
- P4C
- Inclusive sporting activities encouraging strong moral ethics;
- Effective role modelling by all staff;
- Support systems for pupils.

***We never accept:***

- bullying;
- racism;
- sexism;
- violence.

**a) Attendance:**

*We expect children to:*

- attend school every day;
- arrive on time with all the appropriate equipment.

*We expect parents to ensure that:*

- children arrive at school and are prepared through punctuality and the appropriate equipment;
- children are collected punctually at the end of school by an appropriate and responsible adult;
- absences or reasons for lateness are reported to the School Office.

*Parents can expect that:*

- the school will keep a daily attendance record and will inform parents if the pattern of attendance of their child is causing concern;
- children arriving late will be monitored and parents informed if there is a concern;
- absences without authorisation will be checked with parents, and if no good reason is given will be recorded as unauthorised. Parents will be advised accordingly;
- persistent absences resulting in an unacceptable level of attendance will be discussed with parents and the school's Designated Safeguarding Lead (DSL).

#### **b) Behaviour in Lessons:**

*We expect children to:*

- arrive promptly at the start of lessons;
- work sensibly in lessons to the best of their ability;
- not prevent other children from learning, or the teacher from teaching;
- complete homework on time and to the best of their ability.

*Parents can expect:*

- regular communication where issues of performance, well-being and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's hierarchy of behaviour management [see Appendix 1].

#### **c) Behaviour in the Playground and Grounds:**

*We expect:*

- all children to be able to play peacefully and safely;

- all children to be able to follow the guidelines in the basic behaviour parameters set out above;
- no child to behave violently, or to bully others in any way.

*Parents can expect:*

- playgrounds to be supervised by members of staff at breaktimes and lunchtimes;
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management (See Appendix 1).

**d) Behaviour at lunchtime:**

*We expect all children to follow:*

- the guidelines in the basic behaviour parameters;
- the routines in the dining room safely, peacefully and quietly;
- To have good table manners and show courtesy to others on their table and around them.

*Parents can expect:*

- lunchtimes to be supervised by an appropriate number of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss individual children's behaviour with their class teacher and where necessary the Deputy Head;
- if their child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management [see Appendix 1].

**3. Violence and Bullying:**

*We expect that:*

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- no discriminatory language will be used;
- nobody at school will by their actions distress other members of the school community;
- children will be able to move about the school and its grounds safely;
- they will be able to move to and from school safely;
- they will maintain proper standards of behaviour on their way to and from school and when representing the school on trips or at matches.

*Parents can expect that:*

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the school staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged to discuss any parental concerns, so that they too can be listened to seriously and professionally;
- all incidents of violence and/or bullying [see Anti Bullying Policy] will be dealt with according to the hierarchy of behaviour management [see Appendix 1].

#### **4. Staff Training and Induction:**

All staff undertake a full induction when employed by Longacre School which includes expectations regarding behaviour and the supervision of children.

In the 'New Staff Induction Handbook' these expectations and guidelines are clarified but specifically state that:

- The use of corporal punishment is not used or permitted or the threat of corporal punishment;
- That physical intervention is allowable under circumstances such as when there is a need to avert immediate danger of personal injury;
- All sanctions imposed for misbehaviour are recorded via the 'Daybook' on the school's MIS. This includes the pupils name, year group, nature and date of the offence and sanction imposed. The record is monitored by the Deputy Head, to enable the identification of patterns;
- Staff are also reminded of the requirement in informing parents on the same day or as soon as reasonably possible thereafter.

#### **5. Monitoring and Evaluation:**

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management.

Similarly, if the number of behaviour incidents at Level 3 [see Appendix 1] causes concern, changes will have to be considered both to the policy and to the strategies detailed in the hierarchy of behaviour management.

This policy pays heed to following policy documents:

- Anti-Bullying Policy and Cyber Bullying;
- Safeguarding Policy;

- Online Safety Policy;
- IT Acceptable Use Policy.

## **APPENDIX 1: Hierarchy of Behaviour Management**

### **Rewards at Longacre:**

Children must be made aware that they will be rewarded for good work and good behaviour in a consistent manner appropriate to their development needs.

The rewards employed at Longacre are listed below:

#### **Housepoints**

##### **Housepoints are for academic and non-academic achievement**

(Attainment, progress, effort, attitude to learning, and contribution to Longacre life)Pre-Prep children receive tokens for housepoints in their individual house colour, whilst children in the Prep School have House point cards included in their planners. The number of housepoints feed into their house totals which are celebrated in weekly 'Rewards Assemblies', in which the winning house is awarded the relevant plaque and their house flag hoisted for the week. Children receive individual rewards for receiving housepoints in the form of weekly year group winners, 'Bear Badges' and certificates; bronze, silver and gold.

Children can also be awarded 'Blue Cards' in recognition of a specific achievement in line with the 7Cs, also celebrated in weekly 'Rewards Assemblies' and the card is posted to the child's home.

Parents are invited to every 'Rewards Assembly' to share in the children's rewards, achievements and successes.

#### ***Sanctions at Longacre***

With high behaviour expectations that all staff instil in the children the use of sanctions:

- follows the ethos of the school;
- are carried out fairly;
- have a consistent approach;
- are recorded in the 'Incident Book';
- are monitored by the Deputy Head.

Initially children are given a warning for behaviour that is deemed to fall short of Longacre's behaviour expectations in accordance with the 'The Longacre Way.' Staff will always make sure the child is made aware if their current behaviour is falling short of expectations and how to rectify this. Further misbehaviour warrants a lost 'Golden Minute' which is then recorded on the MIS via 'Daybook entries' and in their planners (requiring a signature from home) which details the specific misbehaviour, the sanction e.g. 1 lost golden minute and the staff member concerned.

During weekly 'Golden Time', children who have incurred a loss of any 'Golden Minutes' will complete a 'reflection sheet' focusing on their behaviour. Depending on the severity of the issue this will be completed with a member of the year group staff, or Deputy Head.

If a child progresses sufficiently up the hierarchy of behaviour management, or begins at a high level, then Special Educational Needs procedures will have to be followed, because such behaviour will fall into the SEN category of Emotional and Behavioural Difficulty (EBD).

### **Sanctions at Longacre:**

#### **Level 1**

At this low level one person, for example, the class member of staff is dealing with an incident that has happened in isolation, or with a minor concern expressed by a parent.

#### **Level 2**

At this level the teacher is concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1, and that there is persistent inappropriate behaviour reported by other staff or through morning Staff Briefing.

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of several adults through informal discussion, briefing or Staff Meetings;
- The teachers should now be keeping notes of every instance of inappropriate behaviour. These notes are to provide evidence of the incident. In addition, more serious incidents should be recorded on the school's MIS; the date and time, the action taken, who else was involved and whether the action taken was effective;
- Sanctions that should be used include talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to the Deputy Head, completing work during breaks and lunchtime, withdrawal from breaks and lunchtime and loss of Golden Time;
- Behaviour logs, recording both good and poor behaviour should also be kept, if this is felt to be appropriate, as a means of formally recording behaviour over a period of time. The child and the child's parents will be informed that notes are being taken, and these will be kept by the form teacher;
- Children who display persistently poor behaviour will be screened by the Head of Learning Support in discussion with the form teacher and the Head of Pre-Prep or Director of Studies. This will provide an opportunity to rule out any potential causes for example, hearing problems;
- Incidents at Level 2 will begin to involve the Deputy Head, although it will still be the form teacher in the main who takes the necessary actions and holds discussions with parents;
- During the discussions with parents, all the school's relevant strategies will be outlined, while the parents will be asked about behaviour at home, and any reasons that they can think of for the child's inappropriate behaviour.



### **Level 3**

- All the support and sanctions at Levels 1 and 2 will have been used and full discussions will have taken place with the child's parents by the Form Teacher;
- The Deputy Head will now hold more formal discussions with the parents which will then be followed up with a letter to reiterate the points made and outline the intended action plan, including a review date, involving the parents;
- Staff will be informed of the child's progress and will be asked to keep the Deputy Head informed on a daily basis;
- The child will be placed on a Report Card in which all staff will comment on behaviour and effort during lesson and at break and lunchtimes. Staff will comment and sign the card;
- The pupil will meet with the Deputy Head on a daily basis to evaluate and discuss the days behaviour, inclusive of potential reasoning and catalysts noted on the Report Card. The card will be taken home and the parents asked to sign and comment where applicable.

### **Level 4**

It is at this level that, because the patterns of inappropriate behaviour are persisting, the child will be placed on the school's SEN register for extra support.

- All action and discussion occurring at the previous levels will have been ineffective despite the support of the parents. No change in behaviour will have occurred and the pupil is increasingly disruptive and difficult to manage both in the classroom and/or at breaks and/or lunchtime;
- The pupil will have a meeting with the Head and Deputy Head to discuss their behaviour. In the absence of the Parents or education guardian, the Pupil will be assisted by an adult (usually a teacher) of his/her choice. The Deputy Head will again contact the parents to warn of the continued behaviour pattern and the potential impending suspension;
- The SENCO alongside the Deputy Head, will together observe the child, review all notes from the Incident Book, and other notes kept on the child's file, introduce Individual Educational Plans (IEPs) and set up meetings involving all relevant parties, including parents;
- The child will be referred to an outside agency for support if necessary including a Counsellor, and after a maximum of three terms a decision will be made either to move the child back to Level 3, or to keep them at Level 4, or to move them to Level 5.

### **Level 5**

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility.

- With the parents support, temporary suspension will occur involving the child being sent home for an agreed period. This will be confirmed in writing by the Head;

- Should the behaviour continue to deteriorate on return, with no positive improvement despite all the support strategies in place as mentioned in Levels 1 to 4, exclusion has to take place in accordance with school policy, and must be properly and thoroughly carried out;
- A child who is excluded, temporarily or permanently, does not have to go through all the school's behaviour-management levels. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the various levels.

A child found to have made malicious allegations against a member of staff will immediately be escalated to Level 4/5 and immediate contact will be made with the parents and where applicable, inter agencies. An investigation will be undertaken as outlined in the Safeguarding Policy.