

Behaviour Policy



Overview

LCS promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. Children are expected to be polite and to show respect for other people and property.

We place great emphasis on the development of self-esteem, co-operation, respect for others and self discipline. Good relationships are vital to the successful working of our school and our expectations are high. We expect everyone to work hard and give of his or her best. We value achievements of every kind, academic and non-academic and everyone should have equal opportunity to achieve their potential.

Aims

- To continually work to maintain a warm and harmonious atmosphere in school, where pupils feel respected, safe and valued.
- To work collaboratively to ensure the health and safety of individuals.
- To play an active part in building up a sense of community and build good relationships.
- To act with courtesy and consideration to others at all times.
- To positively encourage all pupils to take responsibility for their behaviour and its consequences.
- To enable students to develop a sense of self worth and a respect and tolerance for others.
- To respect and maintain the school environment.

Objectives

For pupils to show:

- Self confidence
- Self control
- Respect and tolerance for others
- Pride in their achievements
- An interest in their activities
- Empathy with other's feelings

For students to develop:

- Responsibility for their learning and their environment
- An understanding of the need for rules
- An independence of mind and self esteem
- A persistent approach to tasks
- The ability to accept fair criticism
- A respect and tolerance for others' ways of life and different opinions

Managing Behaviour

The Headteacher is responsible for the oversight of behaviour management. In their absence the Deputy Headteacher will assume responsibility.

Teachers will help children to behave well (and prevent poor behaviour) by:

- Achievable and appropriate tasks
- Established classroom routines
- Well-planned lessons
- Interesting displays and a positive learning environment
- Encouragement and feedback
- Using visual and verbal prompts as reminders of expected behaviour
- Identifying students who may have low self-esteem
- Identifying higher ability students or those who may be underachieving

Good behaviour at LCS will be recognised in line with the agreed 'Classroom Principles' which will be reviewed regularly each term with the children. 'Classroom Principles' are:

- Do be gentle and kind
- Do your best to work hard
- Do look after property
- Do listen to people and be polite

Children will be encouraged to take responsibility for their behaviour, reflect on the consequences of their actions and discuss with a member of staff possible ways to make amends and move forward in a positive way. Rewards and sanctions for behaviour will be applied consistently and fairly and staff should be aware of quiet pupils of average ability who can get overlooked. Corporal punishment is prohibited for all pupils and applies to all staff; full time, part time, paid and volunteers.

Rewards for Good Behaviour

LCS seeks to use rewards to promote and celebrate good behaviour and work. Great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

- Positive and constructive comments are written at the end of children's work to recognise effort, improvement and achievement of targets set. Verbal praise and specific feedback on appropriate behaviour is given.
- Stickers, stamps and merit points are awarded as rewards for helpfulness, kindness to others, positive attitudes, politeness and effort in work.
- Responsibilities are given.
- Extra playtime or quality time in the classroom may be given.
- Work and achievements are shared with parents and the school as a whole.

Sanctions for Unacceptable Behaviour

When a pupil's behaviour falls below an acceptable standard, a firm reprimand from a member of staff, addressing the unacceptability of the behaviour and not the student him/her self, is expected to be sufficient to correct most misbehaviour. However, with certain individual pupils or when circumstances prevail, staff members will need to demonstrate flexibility and may need to employ additional strategies, such as:

- The tactical ignoring of certain behaviour.
- Time out – removal from the scene of an incident. This may mean working at a different place, working in another classroom; or if outside; taken indoors for a five minute cooling off period.
- Liaising with parents and the establishment of a behaviour record or home-school report book.
- Exclusion from a favourite activity – this must be immediate, but can only be used occasionally.
- A verbal disciplining from a senior member of staff.
- Other sanctions following discussion between parents and staff.
- In cases of extreme and persistent misbehaviour, fixed term exclusion or permanent exclusion (expulsion) from school may be necessary.

Exclusions

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the school Behaviour Policy and where, in the reasonable opinion of the Headteacher, the student's removal is in the school's best interests or those of the child or other children.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher or the Deputy Headteacher. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school. A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a decision is taken to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion:

- Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents.
- In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- The school will also work to put in place action points (IEP) for the pupil on his/her return. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- The Chair of Governors and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Should the Headteacher exercise exclusion, parents will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. However, in such circumstances fees in lieu of notice will not be payable and any prepaid fees will be refunded. The school will act in a way which is fair in all the circumstances when taking decisions regarding exclusions. The review of serious disciplinary matters is governed by the Complaints Procedure.

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. Appeals should be made according to Stage 2 of the Complaints Procedure Policy.

Merits and Demerits

In addition to the above, merits and demerits are given to students in year 2 to year 6. They are awarded according to the student's house and the following criteria:

Merits

Polished shoes
Lunch manners
Good behaviour on trips
Lining up quickly and quietly
Following school rules
Neat bookwork
Tidying the classroom

Demerits

Incorrect or untidy uniform
Shirt untucked
Not returning library books
Not returning readers
Damaged readers
Unfinished homework
Untidy eating

Care of school property

Forgetting lunchtime manners

Lateness to class

Poor/messy work

Keeping a messy cubby hole

Merits are given to the student and recorded, usually by the awarded student, on a house point tally chart found in each classroom. Merits are collated by the house captains every Friday afternoon, in readiness for the shield presentation in the Monday assembly.

Merits are awarded according to the discretion and care of staff members so that students do not become motivated by the merit system alone. Students should learn that good manners, respect, etc are good and right in themselves and do not determine a merit point on every occasion.

Demerits are applied by removing a tally point from the House Point Tally Chart. Teaching staff will remove the point from the chart and not students. Demerits are applied sensitively, and within the whole school Behaviour Policy, ensuring students are supported in achieving the correct behaviour.

Monitoring Student Behaviour

Behaviour patterns and incidents will be closely monitored by staff. Student observations will be noted in the 'Class Incident Book' that is kept in a secure place in each classroom. Information is used to measure the effectiveness of behaviour management strategies and to plan for further intervention.

Racist Remarks

At LCS all students are treated equally, irrespective of gender, race or religion. Pupils are taught to treat others as they would like to be treated themselves; i.e. fairly and with tolerance and respect for other's views and rights. If racist remarks are heard:

- The student is reprimanded and the consequences of their behaviour discussed. A senior member of staff must be informed and a record of the incident kept.
- For a repeated offence, a record is kept and parents informed.
- In persistent cases, parents may be asked to discuss the matter further with the Headteacher.

Bullying

The school has a separate policy for dealing with incidents of bullying (*see Anti-Bullying Policy*).

Use of reasonable force

Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. It will be used for two main purposes - to control pupils or to restrain them. 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. Reasonable force will be used, for example, to remove disruptive children from the classroom where they have refused to follow an instruction to do so; to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and to restrain a pupil at risk of harming themselves through physical outbursts. 'Caring Cs' will be used where reasonable force is necessary and should be incorporated into staff training.

Should there be an incident where reasonable force is used, the parents of the child or children involved will be informed on the same day or as soon as reasonably practicable. All such incidents will be recorded in the 'Serious Incidents' log which is kept in a locked file in the Headteacher's office.

Policy approved by Governors, July 2015.