

# Behaviour Policy



## Statement of policy intent

At LCS, we promote a high standard of behaviour and a warm and harmonious atmosphere in which all members of the school are valued as individuals and in which the pupils are engaged in their work and activities.

We place great emphasis on the development of self-esteem, co-operation, respect and empathy for others and self-discipline. Good relationships are vital to the successful working of our school and our expectations are high. Pupils are expected to be polite and to show respect for other people and property.

We expect everyone to give of his or her best, and we value achievements of every kind, academic and non-academic. Everyone should have equal opportunity to achieve their potential.

This Behaviour Policy has regard to the Non-statutory advice *Behaviour and Discipline in schools (2016)*. This policy should be read in conjunction with the whole school Anti-Bullying Policy.

## Role of Values and Characteristics of Learning

The school's values and characteristics of learning are an integral part of daily life, our atmosphere and identity.

### LCS Values

Humility  
Service  
Kindness  
Moral Courage  
Forgiveness

### LCS Characteristics of Learning

Perseverance  
Collaboration  
Linking  
Experimenting  
Organising

## Managing Behaviour

The Head Teacher is responsible for the oversight of behaviour management. In his or her absence the Deputy Head will assume responsibility. The Deputy Head plays a significant role in the development and implementation of behaviour management.

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

- Achievable and appropriate tasks
- Established classroom routines
- Well-planned lessons
- Stimulating displays and a positive learning environment
- Encouragement and feedback
- Using visual and verbal prompts as reminders of expected behaviour
- Identifying pupils who may have low self-esteem

- Identifying higher ability pupils or those who may be underachieving
- Making reasonable adjustments for pupils with SEN and/or disabilities

Good behaviour at LCS will be recognised in line with the LCS Values and Characteristics of Learning and the implementation of which will be discussed and reviewed with the pupils each term (i.e. what the values and characteristics will look like in practice).

Pupils 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.

One of the most significant and obvious ways in which we promote a high standard of behaviour and a warm and harmonious atmosphere is through our system of rewards and sanctions. This focuses on attitude rather than behaviour, although behaviour is the result of underlying attitude. This system is set out below.

## London Christian School Rewards and Sanctions

### Class traffic lights

These posters are up in each classroom.



Whatever the behaviour of the previous day or part day, each pupil starts every day or (in EYFS) part of day on Green. Pupils can move up or down the “traffic lights”.

**Blue** – Exemplary attitude throughout the day (5 house points given) Blue card slip sent home to parents.

**Green** - expected attitude. When all children in the class remain on green, or above for the whole day, the class are given a class merit.\*

**Yellow** – Prior to being moved to yellow for low level disruption, the children will be given a reminder, then a verbal warning. If the attitude continues, moving to yellow will mean that they miss five minutes of their next break time (sit out on the playground). Once this time out has occurred, the child moves back to Green.

**Red** – If children persist in disrupting their learning and that of others, following another reminder and verbal warning, they will move to red. This means that they will receive a red card and miss a break time.

A child may move straight to red from any other colour if they are responsible for a ‘serious incident’. This will result in a day’s detention. Red card sent to parents.

\*In the Early Years, the day will be split into smaller, more manageable chunks e.g. before break, between break and lunch and the afternoon. If all children remain on green or above for one of the sessions, they will receive a class merit.

We recognise children for good attitudes in a variety of ways, examples of these are:

- Stickers
- Written comments/stamps on children's work
- Certificates in Friday assemblies
- House points
- Class Merits. (10 merits for a class treat of their choice)
- A visit to a senior member of staff for commendation.
- Positive comments during Parents' Evenings and School report

### House Points

Each child belongs to one of three 'houses'. The houses are named after J.R. Tolkien, William Wilberforce and Hugh Latimer. Children can earn 'house points' for their house for numerous reasons, these may include:

- Moving to blue on the attitude chart (if this happens, staff use the 'Blue card slip' and an explanatory letter to write home to parents to let them know the positive attitude the child has displayed throughout the day)
- Displaying LCS's Values e.g. Kindness, Service, Humility, Moral Courage and Forgiveness
- Displaying LCS's Characteristics of Learning e.g. Persevering, Collaborating, Linking, Experimenting and Questioning

When awarding House Points (which is being done digitally as part of compliance with the Covid risk assessment) whether verbally or through written comments, staff will be encouraged to use the language of the school values and characteristics of learning e.g. Thank you for lining up quietly- you are serving others in your class by doing this; thank you for tidying up your classroom without being asked- that is a very kind thing to do; You made some excellent links in your learning today; Fantastic questioning skills in your Science experiment today.



House points are placed into tubes and counted weekly. The house with the most points gains the House Cup which stays in the library with the correct coloured ribbons on it according to which house won.

There will be a display in the library and each week a new banner will fly according to which house wins the cup.

Tokens would be collected into a mini container in the classroom and then transferred by a pupil at the end of the day.

### Merits

When the attitude of the whole class is green or above for the whole day, the class will receive a 'class merit'. The class merits are displayed permanently in classes. When a class achieves 10 merits, the class is awarded an activity of their choosing. Classes can also gain a class merit by achieving part of their class target if chosen by the teacher.

This can be displayed by whiteboard tally, jar of marbles, class dojo or another means chosen by class teacher.

## Sanctions

### **Red Cards**

Red cards are issued when a child moves to the red section of the class Attitude Chart. The red card is sent home with an explanatory letter and parents are expected to sign it, discuss the issue with their child and return the card to school the following day.

If a child receives three red cards in a week, they will receive an in-school detention.

## Detentions

If a child receives three red cards in a week, the child will receive a detention. Detention means that a pupil will miss the next two breaks and lunchtime.

Parents will receive a letter informing them of the detention and the reasons for it. Parents are expected to sign it, discuss the issue with their child and return the letter to school the following day.

When a child has received 3 detentions in a term the Head Teacher will invite parents of the child into school to discuss the behaviour and that child will receive a 'report card'.

## Report Cards

Following three detentions in a term, a weekly 'report' system will be used. The child is removed from the behaviour chart during this time. The report card is given to the child who must keep it with them at all times. The card is taken home at the end of each day and is signed by the parents.

Staff responsible for the child during the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times.

On the initial day of the report, the child will receive a full day detention. If there are no instances of poor behaviour, the child receives the privilege of break times the following day.

Children in Foundation Stage and Key Stage One will be assessed using a smiley face system.

:) Good behaviour

:| Satisfactory behaviour

:( Poor Behaviour

Children in Key Stage Two will be assessed using a lettering system. A-

Good behaviour

B- Satisfactory behaviour C-

Poor Behaviour

If there are five or more instances of poor behaviour on one report card, the child will be issued a report card again.

If a child receives three report cards, the parents will be informed of this decision and will be notified that their child is close to exclusion.

See Appendix 1 for Behaviour Flow Chart

### Definitions

In our view A “Serious Incident” is:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

According to the ‘Below the Radar’ survey report published by OFSTED in 2014, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the ‘flow’ of the lesson

### **Exclusion**

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 Head teacher, the pupil’s removal is in the school’s best interests or those of the pupil or other pupils.

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

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils’ 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 Head Teacher or the Deputy Head Teacher. 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 Head Teacher 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 Head Teacher of the school. A school will usually only permanently exclude a pupil as a last resort, after trying to improve the pupil’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 pupils 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 pupil 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 Head Teacher in a face-to-face meeting.
- A pupil 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 pupil 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 Head Teacher 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.

### **Monitoring Behaviour and Recording Incidents and Sanctions**

Behaviour patterns and incidents will be closely monitored by staff.

Records of “red”, “yellow”, “blue” and neutral behaviour incidents are recorded on the school data programme, ‘RM Integriss’. Information is used to measure the effectiveness of behaviour management strategies and to plan for further intervention.

Any “red” behaviour is reported to the Head Teacher who also records this and its sanction in a central Serious Behaviour Incident Log which is kept in a locked file in the Head Teacher’s office.

Once a month ‘RM Integriss’ will be looked at by the Head teacher and reviewed. Any additional behaviour incidents and sanctions that the Head Teacher deems appropriate are then added to the Serious Behaviour Incident Log.

Exclusions are recorded in the Serious Behaviour Incident Log.

## **Racist Remarks**

At LCS all pupils are treated equally, irrespective of 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 pupil is reprimanded and the consequences of their behaviour discussed. A senior member of staff must be informed and a record of the incident kept in the class incident book with a copy to the Head teacher
- Parents of those on the giving and receiving end of the racist behaviour are informed of racist comments or behaviour.
- In persistent cases, parents may be asked to discuss the matter further with the Head Teacher.

## **Bullying**

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

## **Use of reasonable force**

Reasonable force can 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 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.

Should there be an incident where reasonable force is used, the parents of the pupil or pupils involved will be informed on the same day or as soon as reasonably practicable. All such incidents will be recorded in the Serious Behaviour Incident Log.

***The Physical Intervention and Restraint Policy*** must be adhered to.

## **Behaviour Outside School**

Subject to this behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is taking part in

- any school-organised or school-related activity
- travelling to or from school or wearing school uniform
- in some other way identifiable as a pupil at the school

or

misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Online Behaviour**

The school treats online behaviour as seriously and in some cases (because of the intent involved) more seriously than face to face behaviour. The LCS Values and Characteristics of Learning apply equally to online behaviour. Attitude to others online is taught as part of the Computing Curriculum and in PSHE and assemblies and is part of the culture of the school. In many cases the above rewards and sanctions apply. In some cases a different approach is required. This is set out in the school's ***Online Safety Policy***.

## **Support Systems**

Some pupils may have a special educational need and/or disability that makes it difficult to respond to the LCS Rewards and Sanctions system. On a case by case basis and as appropriate, adjustments are made and if necessary, a system of rewards and sanctions that runs alongside the LCS system is put in place, for example extra rewards for smaller steps taken.

Some pupils require additional pastoral support and a "chance to chat" on a regular basis. Whilst the class teacher is the primary giver of such support, the Deputy Head and other members of the SLT provide pastoral opportunities, for example lunches for certain year groups and extra craft clubs with an opportunity to talk.

Each class in Years 1 – 6 has a "worry box" and pupils can express concerns by writing their worry and leaving it in the box. The class teacher follows this up either by talking themselves to the pupil or by referring the worry on to the Deputy Head or Head Teacher. A note is made of the conversation and the slips are kept by the Deputy Head. Parents are notified of the worry unless it is too minor to do so or unless the Designated Safeguarding Lead deems it a risk to the child's safety.

## **Managing Pupils Transition**

Our aim is to make transitions (home/nursery into school; ER into R; R into year 1, year 2 into year 3, year 6 into secondary school) a smooth process for the children and their parents.

We develop the children's confidence to cope with the changes in a number of ways. These are set out in ***the Transition Policy***.

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## Appendix 1

### Behaviour flow chart

