



LIMES FARM JUNIOR SCHOOL- Behaviour Policy

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

OUR GOLDEN RULES: TERRIFIC

T – TOLERANT and accepting of others – using kind words and tone

E – ENTHUSIASTIC to learn all the time and putting my hand up when I wish to speak

R – RESILIENT in bouncing back from stress, challenges and failure

R – RESPECTFUL of the rights of others by listening carefully and not interrupting

I – INVOLVED in whole school life

F – FOCUSED on our own learning journey

I – INQUISITIVE, asking questions and wanting to know and learn more

C – COURAGEOUS in doing the right thing, even if it is hard

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to not only function efficiently as a place of learning, but for children to thrive.

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Limes Farm Junior School scheme is based on Dojo points and Green and Gold Stars through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

- a) **DOJO points-** Dojo points are awarded to children who are demonstrating our TERRIFIC core values (tolerant, enthusiastic, resilient, respectful, involved, focused, inquisitive and courageous) Each pupil has been placed in one of the following house team colours: red, blue, green or yellow. The winning team are announced in assembly and earn extra play in the physical area each week. *Special recognition is also given to the pupil with the most Dojo points each week.

- b) **Green and Gold Stars-** These are given by teachers to celebrate good work. Each child is awarded a green star when he/she has produced his/her best work and has followed the golden rules. Four green stars earned in a subject will lead to a GOLD star.

Gold Stars in 3 different subjects lead to a special certificate given by the Headteacher and also pupils are invited to join Mrs. Pardalis for Hot Chocolate to celebrate their success!!

- c) **Headteacher Awards** are given to children who demonstrate our TERRIFIC core values for behaviour

- d) **Head Pupil Awards** – Where our head pupils choose from their peers for awards linked to our TERRIFIC core values

Pupils with “Gold Stars” are recognised half termly, celebrating their achievements and success. Attendance certificates and other special certificates are awarded throughout the year.

Incentives such as green stars are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Staff and children are encouraged to discuss green and gold stars as this promotes an environment of awareness and pride as well as develops individual’s self-esteem.

Children are encouraged to display their achievements in and out of school in assemblies as well as to other classrooms.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Essex Steps

All staff are trained on the Essex Steps approach to positive behaviour management.

- Shared values and beliefs.
- Shared principles of communication and de-escalation.
- Shared risk management.
- Shared reparation, reflection and restoration.

Sanctions

Sadly, there will be times when children are display challenging behaviour. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. All staff at Limes Farm Junior School are trained in Essex Steps and two senior members of staff are qualified Essex Steps tutors. Staff receive regular update training to ensure consistency in approach. Essex Steps is designed to provide high quality understanding and training in the management of challenging behaviour. It includes ethical physical intervention and restrictive physical intervention (restraint) training.

Normal sanctions include the following steps:

- 1) VERBAL WARNING- a verbal reminder of expected behaviour is given by the class teacher- a child may be moved to sit alone to reflect on their behaviour.
- 2) YELLOW CARD (COOL DOWN CARD)- a child will move to their partner class for 10 minutes for disrupting others from learning. This is typically the second reminder given after a verbal reminder has been issued. When the child returns to class, it is the decision of the classroom teacher whether to have the child sit alone or return to his/her original seating. (*Plenty of praise and encouragement is required to help the child maintain focus and comply with the set rules.*) This also results in a loss of free time during playtime- 10 minutes- to make up for lost learning.
- 3) AMBER CARD- a child will miss one day's play and dinnertime play if found to be using inappropriate words and gestures. The Amber Card is given in all

acts of swearing and name calling. Persistent swearing and name calling could lead to an instant Red Card.

- 4) RED CARD- sent to the Headteacher and parents will be contacted via letter. Major breaches of discipline include physical/aggressive assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal and racial abuse, refusal to work and persistent disruptive behaviour. A child receiving a red card will lose three consecutive days of playtime.

Where specific pupils have challenging behaviour, school staff work closely with the specialist teacher team counsellors and the schools nominated Educational Psychologist. At all times, staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- redirect to another activity
- talk to the child – discuss what has happened (avoiding redundant questions)
- discussion in groups or whole class
- move the child from the group to work on his/her own
- repeat work
- miss playtime (but must be supervised)
- behaviour modification programme – setting targets
- remove child from the class – place with HT or in another class
- parental involvement
- daily report
- sanctions as in discipline policy

Parents will be involved at an earlier stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps reoccurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage. RED cards are recorded in the office.

Procedures for Dealing with Major Breaches of Behaviour

- a verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- withdrawal from the classroom for the rest of the day
- Star Analysis of behaviour to look for patterns and refine staff practice
- school service duty issued during play times- litter picking and clearing hall after lunch time,
- a letter to parents informing them of the problem
- a meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- if the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- One Plan meeting involving parents and support agencies to set targets for persistent behaviour concerns
- permanent exclusion after consultation with the Governing Body and the LEA
- parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

The Use of Reasonable Force

On very rare occasions when a child's behaviour poses a safeguarding threat to themselves or others, staff may be required to intervene in line with the 'Use of Reasonable Force' policy July 2013 and the Guidance on the use of Physical Intervention, including other physical contact in all Education Establishments in Essex Local Authority.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so

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- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - 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
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - restrain a pupil at risk of harming themselves through physical outbursts.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Mid-Day assistants. The Mid-Day assistants are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected, linked with our TERRIFIC core values. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. The Mid Day assistants keep note of children who persistently misbehave.

Every day Mid Days will give Dojo points to pupils who demonstrate our core values.

The Mid-Day assistant must be treated with the respect expected by all adults at Limes Farm Junior School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher and the class teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Parents

Parents can help:

- by recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- by discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- by attending Parents' Evenings, parents' functions and by developing informal contacts with school
- by knowing that learning and teaching cannot take place without sound discipline
- by remembering that staff deal with behaviour problems patiently and positively

Pupil Profiles

This is used to record:

- any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc.).

Incident forms should be used, recording all details, and are available from the office manager for all staff.

Discipline Records- Red Cards

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This record is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. Behaviour Records are kept with the Headteacher.

Challenging Behaviour

Challenging behaviour can take the form of:

- verbal abuse
- physical abuse
- assault
- defiant refusal
- absconding
- discrimination e.g. racism, sexism and homophobia

Preventative Strategies

See sanctions above and behaviour policy procedures.

Intervention

The following behaviour strategies are increased for effective communication- tone of voice, proximity, eye contact and body language. The behaviour strategy decreased is sentence length.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Modification Policy

At Limes Farm Junior School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of certificates, green and gold stars, team points awarded for such things as listening, being kind, helpful etc.
- sharing good behaviour with other children/other classes
- celebration assembly

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- involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good and confident about themselves.

Behaviour Policy is reviewed on an annual basis.

Behaviour Policy Appendix One – Covid-19 returning to school- Sept 2020)

At Limes Farm Junior School, we have a high expectation of behaviour. We pride ourselves on being there for the children to support them however we can. During this time, we will continue to enforce our behaviour expectations and existing behaviour policy, while also providing the support and care that our children will need during this adjustment period. We will continue to use the same rewards and sanctions systems that the school has in place, with some adjustments. Some of the children's routines will have changed, these are outlined below along with the expectations of the children to follow these new guidelines for keeping everyone in school safe and well.

Altered arrangements to rewards/sanctions

- Staff will continue to use most of the arrangements in the policy
- Where some children may be working remotely, staff will give individual feedback on work and within the community channels
- Within the school, Class Dojo will be used as per original policy
- Children's noncompliance with the rules below will mean that parents will be called on the first instance. This is due to the severity of the situation and to ensure the safety of all
- Further refusal to comply with rules, will mean that the child will be issued a red card and will work in isolation with the HT/DHT
- Continued refusal could result in SLT advising the child be taught at home

Altered arrangements for restraint in emergency situations

- Restraint is only used if the child is a danger to themselves or others and should only be used in the most extreme cases
- Risk assessments must be made for any children that may fall into this category before they are invited back into school
- Only SLT are permitted to use restraint methods as per original policy
- Staff will be expected to wear full PPE to do so.

Altered routines for arriving and departing

- We will stagger the time the children come in to school to reduce the number of children coming through the school gates at any one time, following altered routines for arrival or departure, according to their year groups' 'bubble'.
- Following school instructions on hygiene, including additional handwashing/sanitising as they arrive in the school, as they come in from break/lunch/play and before going home on top of regular handwashing after

using the toilet. Following instructions on who pupils can socialise with at school.

- Moving around the school as per specific instructions (one-way systems, out-of-bounds areas, queuing).
- Parents will be asked to collect and drop off children at the gate on the main playground, furthest from the school, and they must adhere to careful social distancing and not congregate.
- The pupils will enter the classrooms in the normal manner through the usual external doors, one at a time at a two metre distance
- Parents will not be allowed on school premises and must call the class teacher/SLT if they need to speak with a member of staff.

Hygiene procedures

Children and staff will be required to wash and sanitise hands regularly throughout the day. From when they come into the school/classroom and each time they leave and enter the room. The children will be taught how to wash hands effectively and to ensure they adopt the 'catch it, bin it, kill it' mentality for dealing with sneezes etc. Each class will have a cleaning station to promote the importance of hygiene, including hand sanitiser and disinfectant.

Resources used in class will not be shared by any other bubble group. Each child will have their own set of resources on their table, which will not be used by anyone else.

Children will be able to use iPad and/or laptops, but will not share them with other people. These will be sanitised each day.

Children and staff will be reminded of the importance of hygiene. There will be expectations of covering a cough and being respectful of other people. The school will take any instances of spitting and coughing directly at someone very seriously and parents will be contacted and informed of a possible exclusion if the school believes that the behaviour/act was intentional.

Children will need to bring in their own named water bottles. Water fountains in the school are not allowed to be used, unless they are filling up their water bottle. Water bottles must not be shared.

Staff will have access to their own PPE including: aprons, visors, masks, gloves. Staff will wear PPE when in transit in the corridors or in shared communal areas with other staff members.

Social distancing

The expectation is that wherever possible, staff and children will keep a reasonable distance of 2 metres away from each other. Inside the building these distances will be marked on the tables, floors, lunchtime tables and some marking outside of the rooms in the corridors and in the playground to assist the children when lining up. The children and staff will be reminded of the importance of people being approximately 2 metres apart wherever possible. Pupils may be excluded if they break the rules for keeping to the safety measures in place at school.

Each year group bubble will spend their breaks and lunchtimes together outside and will not enter into another year group bubble. Lunchtimes will be divided into two parts

(eating and playing). Class bubbles will eat in their own classrooms and not mix with pupils in the other class bubble in the same year group. There will be zones within the grounds to help the children to identify where they can play. However, games which involve any physical contact will not be permitted and children will be guided towards more appropriate games. Any equipment cannot be shared between children in different year group bubbles. All play equipment will be cleaned after every use.

Changes to the school day

There will be staggered play and lunchtimes. Children will eat their packed lunches in their classroom and then go out to play, within their year group bubble.

Children that request a school dinner will receive a cold lunch from the kitchen that will be brought to them, which will prevent the need for children to queue up for their dinner. They will be escorted outside to their lunchtime zone as a whole group. Children will need permission to go to the toilet during the school day and we will run a one in one out system to reduce the contact between children from different bubbles.

At lunchtime, pupils will need permission to enter the building, and the corridors and toilets will be supervised and cleaned frequently.

Online behaviours

It is important that the children are kept up-to-date with e-safety and how to behave whilst using online applications. **Please see our updated e-safety policy for more details.**

Illnesses and first aid

Children will be encouraged to let an adult know if they are feeling unwell in any way, particularly if they have the symptoms of Covid-19.

If children hurt themselves at school whilst playing, they will need to approach a member of staff, who will treat their wound. The staff member will wear full PPE when doing so. For more serious injuries the children will be taken to the office through the central doors and medical attention will be given to them. **Please see our First Aid and Procedures policy.**