

# Lansbury Lawrence Primary School



## Behaviour Management

*Reviewed September 2018  
To be reviewed September 2020*

Lansbury Lawrence Primary school promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

### **Aims of the Behaviour Policy**

- To develop a sense of pride in children's learning, their school and the wider community.
- To foster a caring, nurturing and supportive environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community is valued and respected and behaves in a considerate way towards others.
- To create an environment where excellent behaviour is expected, encouraged and reinforced.
- To promote self-esteem, self-discipline and positive relationships between everyone in the school community.
- To ensure that the school's high expectations and strategies for leading behaviour are widely known, understood and used consistently for both positive and unacceptable behaviour.

### **Our Four Goals when managing behaviour**

- a. Engage in behaviour awareness
- b. Move the child towards behaviour ownership
- c. Emphasise awareness of others' rights: to feel safe; and to learn without undue distraction, and to give and expect respect and fairness in our relationships with others
- d. Seek to build workable relationships and a cooperative learning environment

### **Roles and responsibilities**

All Staff

- **Meet and greet** at the door.
- Refer to '**Respectful, Safe, Committed**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly

Senior staff share all of the roles and responsibilities listed above alongside:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school, especially at lunch and break time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

**Additionally, all teachers also need to adhere to the Teacher Standards:**

**to manage behaviour effectively to ensure a good and safe learning environment**

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

*(from the Teachers' Standards 2013)*

**School rules**

At the start of the school year, each class discusses the three rules of expectations and creates their Class Contract together. The Class Contract must be displayed in language appropriate to the age of the children and worded positively (e.g. Use DOs and not DON'Ts).

It must be clearly visible at the front of the classroom and revisited regularly. The Class Contract represents the 3 rules with examples for each one (no more than 3 per rule).

The Class Contract is formed as part of each class's commitment to the whole school rules. All adults play a vital role in ensuring that the children are regularly reminded of the rules and supported in applying them effectively.

**Our Expectations:**

- **Be respectful** – being respectful to everyone in our community
- **Be safe** – keeping yourself and others safe
- **Be committed** – be committed to your learning in the classroom and beyond

**Consistency**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

**Rewards & Recognition**

**Class Tokens**

Class tokens are given to classes who exemplify our **School Expectations**. Children, the class teacher and the class support staff should take pride in the tokens earned and celebrate them together.

- Tokens given to any class by any adult regularly working in the school, although class teachers and support staff don't award tokens to their own class.
- Expectations should be very high for the token.
- Tokens should be deposited in their class box outside the Head Teacher's office each week by Thursday lunchtime.
- School council will count the tokens each week during Thursday lunchtime.

- The winner will be announced on Friday during assembly.
- In recognition of their exemplary behaviour, they will receive the weekly trophy (displayed in the entrance hall and website); and a lucky dip prize drawn by a classmate who has exemplified the class behaviour that week.
- The highest scoring KS2 classes will get the Football cage at lunchtime and break-time.
- Weekly tokens will be given to the class that tops whole school or phase schemes such as Timestable Rockstars; Sight Words; or Accelerated reader.
- The total number of tokens for each class are also recorded as cumulative scores, and at the end of each term, the class with the most tokens for the year will have a special trip.

#### Other Recognitions:

1. Achievement assembly – Learner of the week and Classmate of the week
2. Accelerated reader certificates given out in classes on a Friday and the recipients collect a book from the Head Teacher's office at break-time.

### Consequences

Behaviour consequences should be chosen so as to link the disruptive or wrong behaviour of the child to an outcome that will emphasise fairness and justice and that teaches the child about accountability and responsibility. Behaviour consequences are a feature of a thoughtful disciplinary process that should not be used punitively.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness
2) Reminder	A reminder of the expectations Respectful, Safe, Committed delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	Where behaviours continue to persist then they are removed by a member of SLT until lunchtime or the end of the day depending on the timing of the behaviours.
6) Reparation	A restorative meeting should take place before the next lesson.
7) Formal Meeting	A meeting with the teacher, learner and SLT, recorded in the behaviour log with agreed targets that will be monitored over the course of two weeks.

**Teachers leading a group of children should feel free to provide consequences that they see fit** as long as they are using the consequence(s) as an opportunity to emphasise fairness and justice; teach accountability and responsibility, and engage the child(ren) with the four goals of behaviour management. It is very rare that a whole group of children would face a consequence as it is rare that an entire group of children break the rules. An exception to this might be when practicing routines but this should not be presented as punitive as many of the children will undoubtedly be observing the correct routines.

As with all behaviour management, there needs to be a progression from least intrusive strategies to significant intervention. (see Appendix 1)

### **Time out**

Where behaviour is disrupting learning for other pupils a time out might become necessary. Time out is a behaviour consequence designed to engage the pupil with our behaviour goals. It is not an end in itself.

- **In class – sitting with the teacher or in an isolated part of the room**
- **Partner class for 5 minutes**
- **If behaviours persist then returned to partner class for 15 minutes**
- **Where behaviours continue to persist then they are removed by a member of SLT until lunchtime or the end of the day depending on the timing of the behaviours.**

A time out slip is completed and sent with the child. It is returned and kept in a box in the classroom.

The slips are reviewed on a Monday morning by the DHT. The slips are evaluated for any patterns. If needed additional advice and support will be provided to the practitioner.

*See attached time out slips (Appendix 3)*

### **Major incidents**

Where a major incident occurs that is so significant that it might lead to an exclusion were it to be repeated, a day's timeout in a different class should be considered. A lengthy time out like this would always include a meeting with the parents to reinforce the significance of the behaviour and a reintegration meeting with the child designed to prevent a repeat of the behaviour. Only the head teacher can authorise a day's timeout. The child would be expected to complete work set by their class teacher independently.

A major incident is one that is deemed to be putting the physical or emotional welfare of a child, including the predator at risk or jeopardise the learning in a class. Eg fighting, verbal abuse of staff incl swearing, bullying, racist incidents, sexually aggressive swearing or bringing a dangerous item to school.

### **The restorative approach**

It is being done for two reasons:

- Primarily it provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
- Secondly, it presents the offender (harmer) with an onus of **responsibility** for their actions, an opportunity to make some form of **retributive** acknowledgement.

The restorative approach also allows for pupils to repair relationships when they have disagreements by understanding both peoples point of view. We see pupils support each other through this peer support.

The main tool in the restorative approach is the **Restorative Conversation**. This is the place where the two parties are able to discuss the situation with the intent of restoring things to a good learning environment. The conversation takes the form of 5 questions  
In school we use the 5 questions during these conversations:

1. What happened?
2. What were you thinking about at the time?
3. What were you feeling? What are you feeling now?
4. Who has been affected?
5. What needs to happen to make things fair or better?

The conversations show that actions have consequences on how people are feeling which has an influence on how they are able to learn. Discussing these will encourage people to accept responsibility and repair relationships

There may be an element of 'payback', where the learner may be asked to positively contribute time back to the school as part of the process of repairing the damage they have caused.

### **Monitoring and Review**

The school keeps a variety of records concerning incidents of pupils not following the school's rules:

- Time out slips – collected and analysed each Monday morning
- SLT log to record incidents attended and investigated – central log in DHT office
- Restorative conversation proformas
- Bullying incidents, alongside SLT log, they should also be recorded on Safeguard Software under incidents
- Racial incidents, alongside the SLT log, should also be reported to the local authority
- External Fixed-Term Exclusions are recorded on SIMS and reported to the Local Authority and DfE as part of the Census; they are also reported to the Governors on the termly report; and the statutory letter to the parent or carer must be kept on the pupil's file
- Reintegration meeting records for internal and external exclusions

### **Exclusion**

In the most significant incidents, for example where the safety of a child or a member of staff is put at significant risk, or following repeated major incidents, a fixed or permanent exclusion may be considered. The Chair of Governors will be notified in these circumstances and Statutory procedures followed.

### **SEND**

Children with special educational needs or a disability will often need an adjusted response when managing inappropriate behaviour. This is to make sure that the child is engaging with our 4 goals of behaviour management. Consequences may also need to be adjusted to support the child's specific needs. Specific strategies might be outlined in their Individual Plan which all adults working with that child will need to familiarise themselves with and apply consistently.

No consequence will be applied to a child as a result of their disability alone.

### **EYFS**

Negative behaviour will be dealt with verbally.

For repeated negative behaviour we give **two warnings** and if continued then a **short 'time out'**. If the behaviour is violent or it deliberately hurts another child then there is an **'immediate time out'**. There will be a designated time out area that we will call the **'thinking chair or thinking mat'** to encourage children to think about their behaviour. Time out will be 3 mins in Nursery & 4/5 mins in Reception depending on age. Before the child leaves the thinking area the practitioner will ask the child why they are on the chair (why-time?). The child needs to verbalise what they have done.

### **The Pastoral Team**

Lansbury Lawrence Primary School has a highly trained specialist team which supports and helps teach pupils how to follow the school expectations.

- Deputy headteacher: Monique de Jager
- SENDCO: Vicky Absalom
- Assistant headteachers: Nanette Noonan and Tim Harrington
- Phase leaders: Helen Ruskin and Becky Kirkbride
- Inclusion Officer: Michelle Morskyj

## Appendix 1:

### Framework for Behaviour management:

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

- **Tactical ignoring (deferred action)** – attend to the child when they are on task or at the appropriate later time.
- **Tactical Pausing** – briefly pausing in a spoken direction or reminder. This conveys expectation and demands attention and focus.
- Make use of **non-verbal gestures and body language** – palms facing down to sit; a gentle tap on the table to remind a child to get back to their work; eye-contact with a raised eyebrow or a smile.
- **Change the Teacher Zone** – moving around the classroom can affect the dynamics and the behaviours within it.
- **Praise** and acknowledge children who are behaving appropriately
- **Behavioural Direction** – always focus on the required behaviour and use positive instruction. This is an instruction not a request so please is unnecessary or even inappropriate. Keep it brief and move on (*see take-up time*)
- **Rule reminder** of the expected behaviour to the class or individual(s) – e.g. "Remember our rules for lining up" or "XXX, this is silent working time". Refer to the Class Contract to reinforce the rule.
- **Prefacing** – most useful during task time. Focus on a positive issue before engaging the discipline. For example, talk about how they are finding the work before reminding them that it is quiet work time. "XXX how are you getting on? Has the toolkit been useful? Remember that this is quiet time now, so finish your work without talking .
- **Redirect the child or children involved** – remind them of the rule and the impact on their learning or the learning of others and redirect them. E.g. "XXX this is quiet work time and you are talking, you are distracting other children from their work, get back on with your work now."
- **Take-up time** – having given a direction or reminder move away or return to addressing the class. This conveys a belief and expectation that the child will cooperate.
- **Direct questions** – questioning is a way of engaging behaviour awareness but the keep the questions closed and focused on the rules. For example, "What should you be doing?" Or "What is the rule for .....?". You can also use direct questions to move towards behaviour ownership. "You need to finish your work in a way that doesn't distract others. How are you going to do that?" Avoid open questions such as why are you being silly?

- **Deferred consequence or choice** – e.g. “If you continue to disturb your partner, you’ll need to sit with me.”
- **Blocking and refocusing** – children will occasionally try to justify or negotiate their actions. We don’t enter into this dialogue. For example, a child tries to explain that they’re not the only ones talking. Signalling stop with a palm, it doesn’t matter who else was talking, I need you to stop talking. And with **Partial Agreement** - For example; your last teacher may well have allowed you to talk during writing time, but I need you to work quietly.
- **Disrespect and discourteousness** should be addressed briefly, clearly, decisively and calmly. Continued overt disrespect will always lead to consequences.
- **Commands** – always keep short and the first word should be said firmly and attract attention. Once eye contact has been established bring the noise level down. The command should be firm and assertive (not aggressive) and accompanied by non-verbal gestures to emphasise the command. Commands are unambiguous and there is an expectation of immediate compliance.

For example, “XXX, Move away – *Now.*”

## Appendix 2

### Routines

#### **Movement around the school**

We should have very high expectations of how children move around the school. It is crucial that they arrive at their next session ready for learning. Our expectations for moving around the school are:

- Single file in a line, one behind the other, facing the correct direction
- Standing upright with hands by the sides
- Quietly and calmly
- Walking briskly
- A child near the front of the line holds the door open for their classmates

Where our expectations are not being met, the class must be stopped so that the expectations can be reinforced before returning to a brisk walk. A class may need to practice this at the beginning of the year to ensure a high standard throughout the year.

#### **Getting changed for PE**

KS1 – in Year 1 children do not get changed for PE; in Year 2 children work towards changing in their classroom. 5 minutes is the maximum time that should be required

KS2 – in Years 3-6 classes are paired for changing; usually with their year group partner. At the beginning of the two classes' PE lessons, the boys will get changed in one class and the girls the other. 3 minutes is a reasonable amount for a KS2 child to change into their PE kit.

#### **Movement outside of the school**

It is essential that classes behave impeccably when moving outside the school premises. This is to ensure that the children are safe and that they are outstanding ambassadors for the school. Our expectations for moving outside of school are:

- Walking in pairs
- The pair in front are able to follow clear instructions about where to wait while the trip leader attends to needs such as road crossing
- Children talking calmly with their partners
- The line remains tightly together
- A road or obstacle is crossed as a class
- The class should be stopped as required to ensure that these expectations are constantly adhered to

#### **Assemblies and guest visitors**

With all assembly and guest visitors, including regular guests such as strings tutors, the behaviour of the class remains the **responsibility** of the class teacher and they must be **proactive in this duty**.

- Walk silently into the space
- Talk quietly and calmly to a neighbour while waiting (not turning around)
- Staff and pupils always show respect to the speaker or guest teacher
- Silent while listening

## Time Out Record

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher leader \_\_\_\_\_

I need 5 / 15 minutes "Time Out" for breaking the rule

about \_\_\_\_\_

During "Time Out" child behaved: Well / Not well

Signed \_\_\_\_\_

## Time Out Record

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher leader \_\_\_\_\_

I need 5 / 15 minutes "Time Out" for breaking the rule

about \_\_\_\_\_

During "Time Out" child behaved: Well / Not well

Signed \_\_\_\_\_

## Time Out Record

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher leader \_\_\_\_\_

I need 5 / 15 minutes "Time Out" for breaking the rule

about \_\_\_\_\_

During "Time Out" child behaved: Well / Not well

Signed \_\_\_\_\_



