



# THOMAS JOHNSON LOWER SCHOOL

Hurst Grove, Lidlington, Bedfordshire MK43 0SB

Tel: 01525 402377 / 01525 404743

email: office@thomasjohnsonschool.co.uk

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## Positive Behaviour Management Policy

Responsibility	Headteacher, Governing body
Review Date	Sept 2022
Approved by Full Governing Body	Updated Sept 2021
Storage: Electronic	School website

### Overview

#### **The Head teacher**

Under Section 89 of the Education and Inspections Act 2006 (EIA), the head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must act in accordance with the Governing Body under section 88(2a) of the above act, and have regard to any guidance given in this section.

The Head teacher will ensure that any rules and provision for disciplinary penalties are as defined by section 90 of the above document. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents/carers and pupils at least once a year. The school's behaviour policy must be published on its website. The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents/carers must be asked to sign following their child's admission to a school.

#### **The Governing Body**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the above act requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and

- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school.

## **Introduction**

This policy is the outcome of discussions within the school between staff, children, governors and parents/carers. The strong influence of our Values Education programme is intrinsic to the development of good relationships, positive behaviour and discipline. We believe that developing understanding of our school Values, good manners, mutual respect, promotion of emotional wellbeing and a secure learning environment play a crucial part in developing children into lifelong learners.

## **Our policy aims to promote**

- Feelings of safety and happiness
- Success, no matter how small
- Clear, consistent messages around hygiene and safety in order to minimise health risks to themselves and others
- Good behaviour through increasing self-regulation
- Recognition of the indicators that underlie some behaviours (such as bereavement, anxiety, medical need and loss) and supporting pupils with these needs
- Understanding that each person in our school has a right to be respected
- Appreciation that each pupil has a right to learn, teachers have the right to teach
- Ownership and understanding of the agreed expectations within the school

## **How these aims are met**

These aims are met by following our behaviour pathways

- Positive reinforcement (e.g. rewarding the behaviours we want to see)
- Skills teaching (e.g. anxiety and anger management; good hygiene and health safety)
- Modelling behaviour (e.g. deep breathing; talking and reflecting on incidents; handwashing and social distancing)
- Reactive strategy (e.g. anticipating actions and diffusing situations; setting out clear expectations and helping children achieve them).

## **Positive reinforcement**

We will ensure that there is a culture of praising and rewarding good behaviour by

- Giving descriptive praise (Not just saying good girl/boy but giving additional description of the positive behaviour displayed by the child)
- Reward scheme
- Classroom/playground set up to promote good behaviour

The school operates a range of positive rewards which mark short and long-term achievement of success, and so enable pupils to gain feelings of self-worth and build self-esteem. These rewards include Smiley faces (instantly reinforcing good behaviour), Classroom Race Tracks and Class Pyramids, Values Leaves (for a pupil demonstrating a particular Value) and Rewards Certificates (both during Celebration Assembly for work produced that week, and through end of term Celebrations which recognize group achievement and longer-term achievement or effort)

## **Skills teaching**

- Encourage the process of using good communication skills instead of displaying inappropriate behaviour

- Promoting Values language through assembly and PSHE
- Build emotional wellbeing skills in classes and on an individual basis
- Recognise and manage feelings and build self-esteem and friendship skills through our Feelings Matter programme
- Manage anger and anxiety
- Specific teaching of hygiene rules, and how boundaries (such as social distancing) are there to protect everyone.
- NOTE: In the case of social distancing (when this is a local or national requirement), a child breaking this code may do so without deliberate intent, and understanding the reasons behind the distancing rules will be key to supporting that child complying in future.

### Extreme behaviour

Occasionally a child has high anxieties which may be linked to additional needs, or may be the result of a change in circumstances. These anxieties may result in increasingly extreme behaviours (e.g. such as scribbling on their own work, throwing items or “trashing” an area; spitting and/or invading another’s space). School staff are trained in recognising such behaviours and managing them positively and effectively. School staff work closely with parents/carers and staff to reduce these anxieties so that ultimately the child is able to achieve in their learning. Where behaviours risk another person’s health (e.g. spitting) the child will be explicitly taught why these behaviours are dangerous.

### Pro-active Strategy

Behavioural flowcharts (see attached) show our:

- Expectations and rewards
- Behavioural consequence ladder and
- Ladder supporting emotional wellbeing.

### Parents and Carers

A home-school agreement appears on our website. We ask that all stakeholders agree to the responsibilities set out.

Parents and Carers will receive positive information, on a regular basis, about their child’s behaviour in school and what is going well. Through the pro-active strategy, parents/carers will be informed if their child displays any repetitive difficult behaviour.

### **Procedure**

Our priority has been to draw up a set of Golden Rules and Star Values which show those qualities we encourage all children to live

**A child acting alone** (e.g. calling out in class) will be stopped by the staff member and their behaviour addressed.

**A group of children acting together** (e.g. aggressive behaviour in the playground) will be stopped by a staff member, and the situation discussed within hearing of all so that the children can offer an explanation together, and their behaviour addressed.

**A child who reports on another’s behaviour** (e.g. says the other child has called them names) will be listened to and both children will be spoken to in order to determine why the incident happened, whether it was provoked, who else may have been involved, how it should be remedied. Depending on the situation, these conversations may take place individually (to protect each individual) or with both children present (where such discussion would be helpful and not harm the child who reported the incident).

When a child shows unacceptable behaviour the following behaviour ladder is implemented (see figure 2):

- In the first instance, a child will be reminded of these rules
- On repeating the negative behaviour, the child will be spoken to quietly, reminded of the behaviour they need to show, and will be encouraged to talk about what is causing the behaviour and how they

might improve it. A warning will be given that they will lose 5 mins of their playtime should they continue with the negative behaviour.

- Should they continue to carry on with a negative behaviour they will lose 5 mins of their playtime and a note will be sent home briefly explaining that this has happened and making parents and carers aware of the incident. Parents/carers can seek more detailed information by directly contacting the class teacher, should they wish. (see Figure 3)
- If further negative behaviours continue on that same day, the child will be asked to complete a reflection task outside of the classroom to ensure that they are really thinking about how to improve their behaviour. (see Figure 4)
- If further negative behaviours continue to occur, the child will complete work outside of the classroom with a Learning Support Assistant.

Parents/carers are kept fully informed of any incidents so that the school and parents can work together closely to understand and support the child to improve their behaviour.

If there are 3 notes home in any half term, the class teacher will arrange a meeting with parents so that a target can be set for the child and that home and school can work together to help the child make good choices and be the best that they can be.

In this way our aim is that parents and carers will be fully aware of how the school is tackling behavioural incidents, are able to ask questions and discuss strategies, so that school and home can work effectively together to bring about a positive difference.

Skills teaching : Meetings with teaching staff and the SENCO will be organised with children and parents/carers to help any child who is displaying repetitive difficult behaviour and for those who would benefit from emotional well-being support sessions.

### **Pupils' conduct outside the school gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

During a pandemic, teachers have the right to discuss with parents a pupil's behaviour outside of school if this behaviour contradicts current Government guidance (e.g. social distancing). If the school believes that, despite discussions, the parent or carer continues to ignore advice and not routinely follow government guidance, this may put their child and others at risk. In this situation the school may consider referring to social care for further support.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - o taking part in any school-organised or school-related activity or
  - o travelling to or from school or
  - o wearing school uniform or
  - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - o could have repercussions for the orderly running of the school or
  - o poses a physical or emotional threat to another pupil or member of the public
  - o poses a health and safety threat to another pupil or member of the public or
  - o 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. In the case of a breach of government guidance (e.g. social distancing during a Pandemic) the staff member must contact the parent or carer for them to provide guidance to their own child.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child

suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact with pupils. “Reasonable” in this circumstance means using no more force than is needed. Control can be passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold a child back physically or to bring a pupil under control. This is typically used in more extreme circumstances such as separating 2 fighting pupils or with pupils who are hurting themselves or others.

Staff always try to avoid acting in a way that might cause injury.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should depend on individual circumstances.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Searching, Screening and Confiscation**

Thomas Johnson Lower School is committed to safeguarding and promoting the welfare of the members of its community. In the general course of school life, given pupils’ good conduct overall and taking into account the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. However, there may be occasions when it becomes necessary to search the person or the belongings of a pupil.

### **Anti-Bullying Procedure**

Bullying is deliberate, hurtful behaviour, repeated over a period of time, where it is difficult for the child being bullied to defend themselves. The school has a legal duty to draw up procedures to prevent bullying among children and bring these procedures to the attention of staff, parents/carers and pupils.

The three main types are:

- Physical (eg. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks, prejudice-based and discriminatory bullying)
- Indirect (e.g. spreading rumours, excluding someone from social groups, peer on peer pressure)

Children who are being bullied may show changes in behaviour, becoming shy and nervous, feigning illness, being absent from school, being ‘clingy’ with adults. There may be changes in levels of concentration, and not wanting to come to school. Children are encouraged to report any anti-social behaviour incidents to staff.

**Cyber Bullying:** All school staff, parents/carers and pupils all have rights and responsibilities in relation to cyberbullying and work together to create an environment in which pupils learn and develop free from harassment and bullying.

Children are taught how to engage safely and responsibly with internet-based activities, communication and games. Pupils are also taught how to keep safe on the internet and how to communicate on and use the internet appropriately. This is taught through the computing curriculum and within the technology element of the Early Years Foundation Stage Profile. Pupils also take part in Internet Safety Activities.

Incidents of cyber bullying are reported and dealt with in the same way as any other bullying incident. We believe that EYFS and KS1 pupils are too young to have social media accounts and we recommend that parents/carers ensure that their children do not access social media sites.

Through our Home School Agreement and our Staff Code of Conduct, all members of the school community, including parents/carers, are asked to use social media and internet-based communications responsibly.

### **Peer on peer/ child on child abuse**

All staff recognise that children are capable of abusing their peers either online or in person, and this can happen in or out of school. The school operates a zero-tolerance approach to abuse and will never pass this off as “banter” or “just having a laugh” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse could include, but is not limited to:

- bullying (cyberbullying, prejudiced-based and discriminatory)
- physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm - this includes threatening to do so)
- upskirting (defined as taking a picture under a person’s clothing without their permission - but in school this could be attempting to look under a toilet cubicle with the intention of causing the victim humiliation, distress or alarm)
- sexual harassment or violence ( including remarks, jokes,etc)

All staff take the view that “it could happen here” and will take any such reports seriously. Staff understand that even if there are no reports, it does not mean it is not happening. Should staff have **any** concerns regarding peer on peer abuse they report these concerns the same day on CPOMS so that the Safeguarding Leads are made aware and can take appropriate action.

### **If bullying is suspected or reported**

**Reporting:** If bullying is suspected or reported, the incident will be handled immediately by the member of staff who has been approached, and a clear account of the incident recorded on CPOMS.

The child’s statement will be treated seriously. Depending on the severity of the report, this may be handled by the staff member, or brought immediately to the attention of the Class teacher or Designated Safeguarding Lead as appropriate.

The incident and outcomes will be recorded on CPOMS (our confidential reporting system). All relevant staff will be kept informed, together with parents/carers of all parties notified and kept informed. Corrective measures will be used as appropriate and in consultation with all parties concerned.

**Support for children:** In the case of a report, staff will act immediately and will actively support the victim and onlookers. Depending on the severity of the incident, this could be through emotional support within school, or could involve other external agencies. The Safeguarding Leads will offer advice to staff to ensure the best action is taken.

Children who have been bullied, or who have witnessed bullying, will be supported by staff/agencies so that they have the opportunity to discuss the experience and gain positive strategies for dealing with the emotions they feel. The class teacher, and all staff members, are trained to offer immediate opportunities to discuss the experience, both at the time and subsequently, if the child chooses, in order to help restore the child’s self-esteem and confidence. The school will support the parents/carers and wider family and offer reassurance.

Children who have been the perpetrator will be helped by our staff to discuss what has happened, discover why the child became involved, and establish the wrongdoing and the need to change. All staff will be key to

helping change the attitude of the child and bring about positive change for that pupil. Parents/carers will be informed and the school will work closely with them to help resolve this situation.

**Consequences:** Depending on the severity of the incident, the school will follow its behaviour policy as appropriate. For example, an incident of name calling could be handled through loss of play, or escalated immediately to completing a reflection sheet away from the classroom, depending on the incident itself and the impact on the victim and onlookers.

### **Exclusion from school**

In the event of particularly disruptive or dangerous behaviour, it may be necessary to exclude a pupil from school. Initially, this would probably be for a fixed period of time. Return to school would be on the understanding that the child and their parents/carers undertake to abide by the normal rules for behaviour laid down in this policy.

A support plan would be put in place to enable the returning child to settle back into school routines. External agencies would be consulted and their advice will be taken into account as to how best to support the pupil on their return to school.

Permanent exclusion from school would be considered if previous behaviour management strategies had been unsuccessful or if the safety of the other children could not be guaranteed. This would have to be sanctioned and confirmed by the governing body and would be subject to the relevant appeals process.

**Unusual circumstances:** Bereavement and Mental Health needs are specifically named as factors during a Pandemic, and it must be recognised that extreme behaviour may be a sign of a pupil's experience during their time away from school. In this instance, support should be offered where at all possible before sanctions are imposed that may further increase the pupil's negative experience.

Permanent exclusion is always the last resort. In the case of a pupil whose behaviours increase the risk of transmitting Covid-19 (e.g. deliberately and maliciously coughing/spitting into someone's face or persistently refusing to follow rules that are in place to protect others) a permanent exclusion may need to be considered when all other options have been exhausted.

NOTE: A child who is unable to follow Covid rules and regulations due to their inability to fully understand and comply with such instructions may be advised that they will be safer at home. This will be discussed fully with parents and carers in order to protect the child's health and the health of others. This is NOT an exclusion, and the child will be coded as "not required to be in school".

### **Pastoral care for school staff**

A member of staff, who has been accused of misconduct, will not automatically be suspended pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Evaluation**

This policy will be reviewed regularly and be guided by the feedback. Our success criteria will be a calm, purposeful and respectful environment in which everyone feels safe and happy.

This policy relates, but is not limited to, other policies including:

Governing Body Statement of Behaviour Principles

Safeguarding and Child Protection Policy

Pupil Exclusion Policy

Searching, Screening & Confiscation Policy



Figure 1: Our Golden Rules and Star Values (class display)

Figure 2: Behaviour consequence ladder

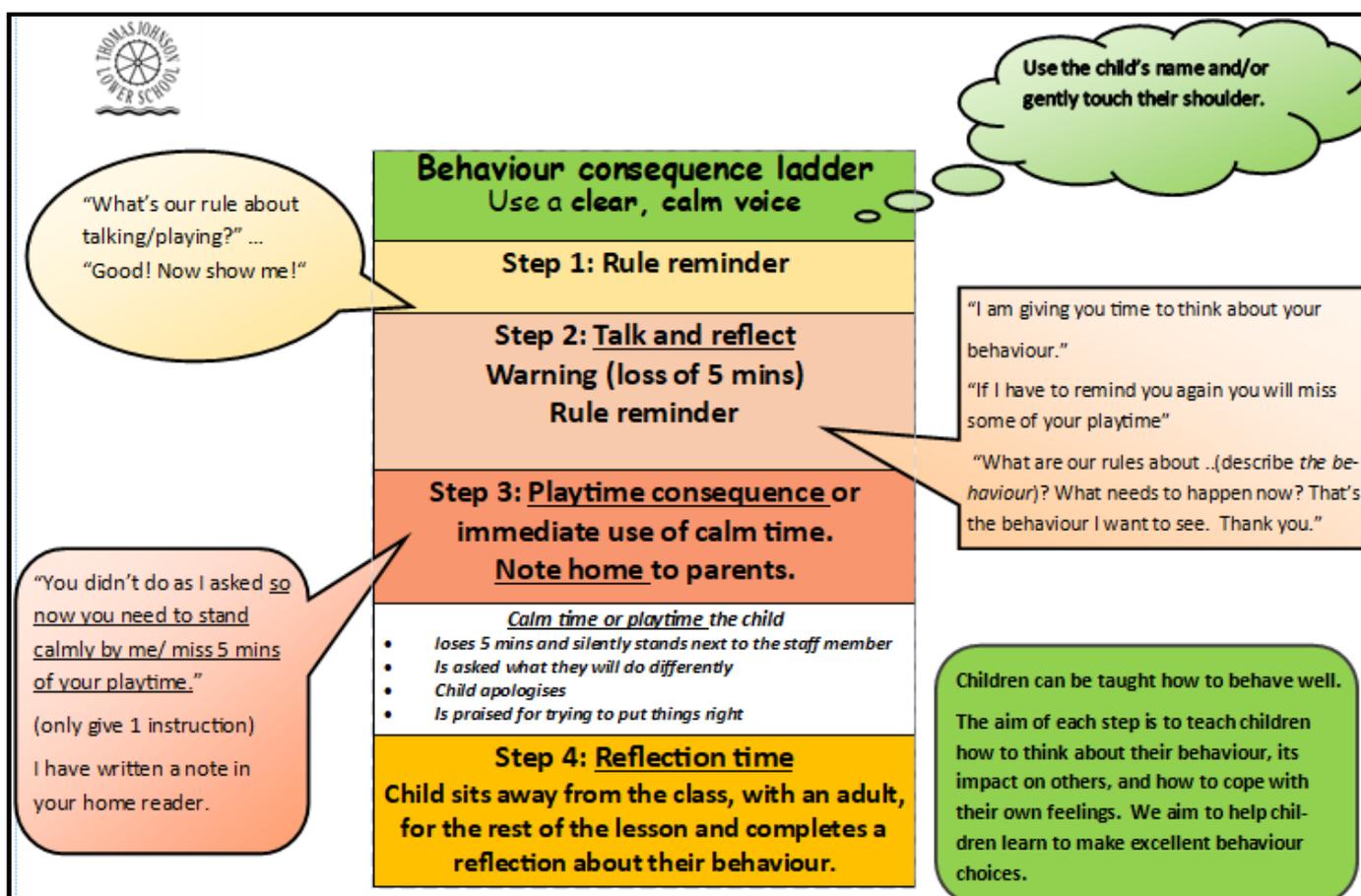




Figure 5: Expectations and rewards

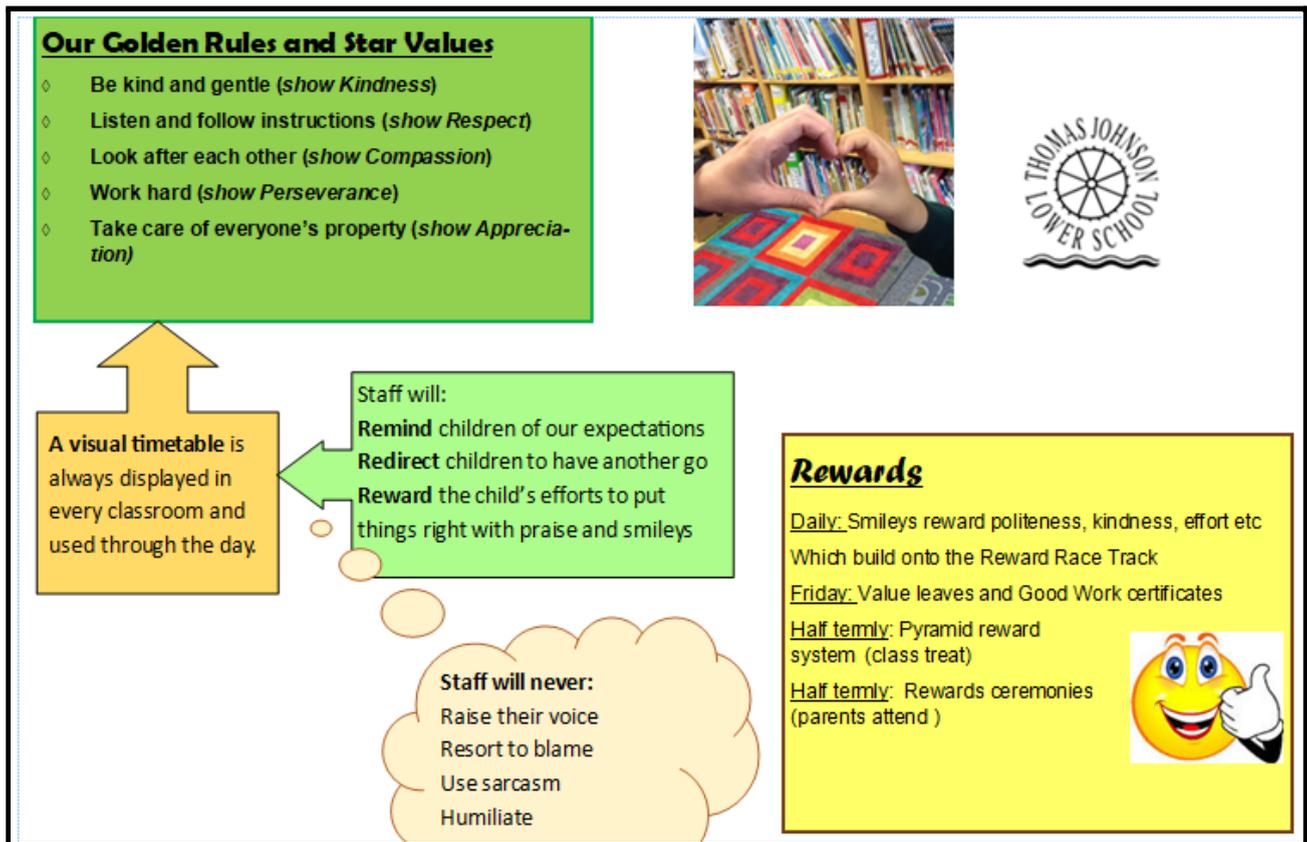
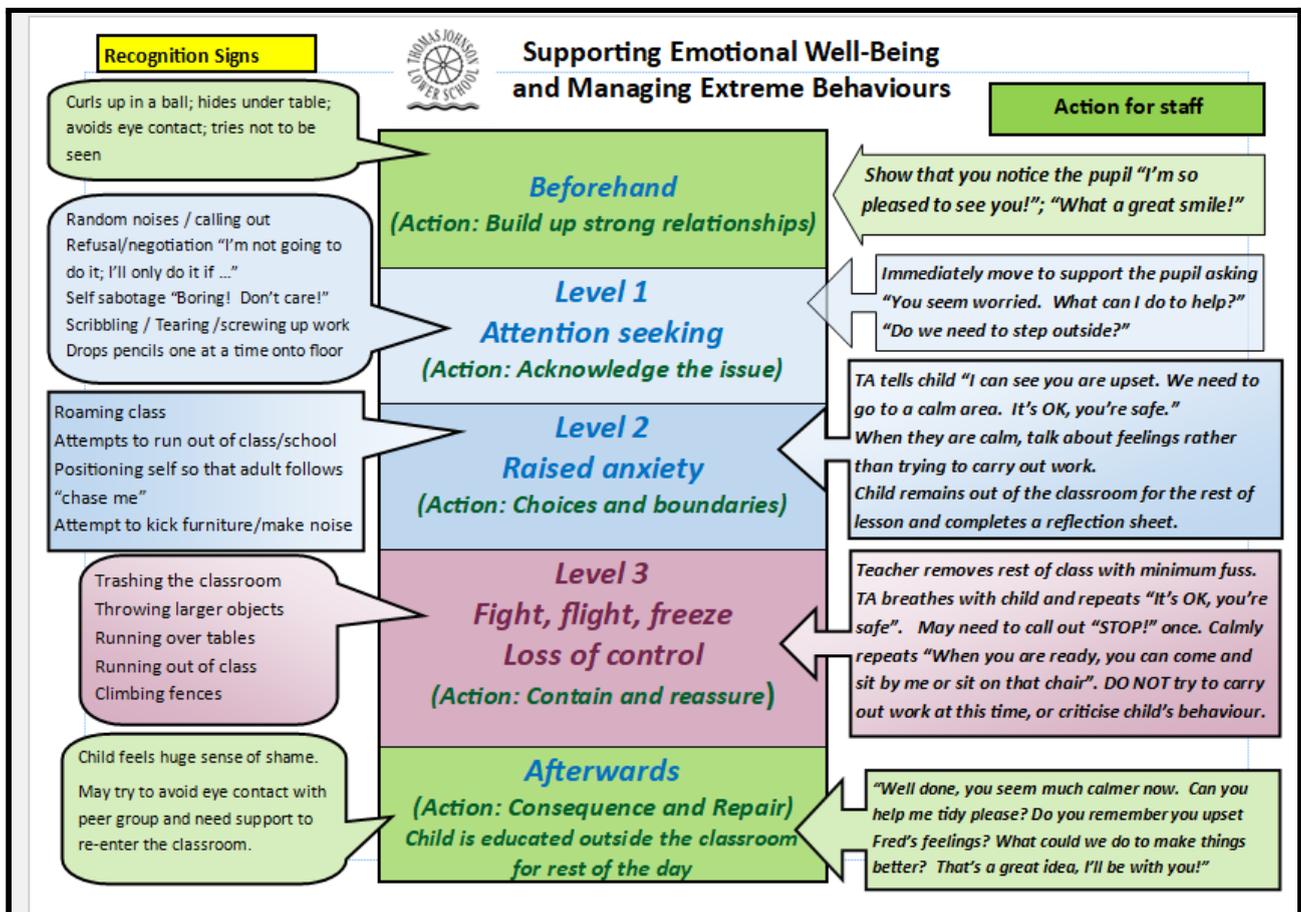


Figure 6: How we support extreme behaviour



**Figure 7: A guide to each step should behaviour escalate**

All children	Additional notes on continuing behavioural needs
<p><b>1,Reminder of rules and values and positive redirection</b>  <i>If behaviour continues ...</i></p>	
<p><b>2.Talk about behaviour and positive expectations.</b> Give warning  <i>If behaviour continues ...</i></p>	
<p><b>3.Sit/stand with adult</b> for 5 mins OR            Loss of 5 mins playtime. <i>Positive</i> expectations of next behaviour            NOTE IN HOME READER, SIGNED BY PARENTS  <i>If behaviour continues that day...</i></p>	<p>Where this happens <b>3 times</b> in a half term, parents and carers are invited for a meeting with <b>class teacher</b> and <u>ONE target set for the remainder of the term</u> (e.g. 10 stars for following instructions = 1 reward at home)</p>
<p><b>4.Completes a reflection sheet</b> with an adult out of class. <i>Positive</i> expectations of next behaviour            REFLECTION SHEET SENT HOME AND SIGNED BY PARENTS  <i>If behaviour continues that day...</i></p>	<p>If there are <b>3 reflections</b> in a half term, a <u>review meeting</u> is organised with parents and carers and the Senior Teacher/Assistant Head and targets set.</p>
<p><b>5.Works outside the classroom</b> (in another class/ with a TA in an area) <b>for the remainder of the lesson.</b>            PARENTS NOTIFIED, INCIDENT LOGGED ON CPOMS</p>	<p>If there are <b>4+ sessions</b> <u>either completing a reflection or working outside classroom</u> in a half term, child is <u>educated outside the classroom for half a day</u></p>
<p><b>NOTE: A child who reaches step 5, and has heightened levels of anxiety should be taught outside the classroom for the remaining morning/afternoon. MOST of their session should be SEMH.</b></p>	<p>If there are <b>6 sessions</b> completing a reflection or working outside the classroom, <b>child is formally internally excluded</b> for a day.</p>
	<p>If there are <b>7+ sessions</b> completing a <u>reflection or working outside the classroom</u>, the child receives a <b>fixed-term exclusion</b> for a given period.</p>
	<p>If there are <b>8+ sessions</b> completing a <u>reflection or working outside the classroom</u> the child will be <b>at risk of permanent exclusion</b></p>