



## **Longacre School Behaviour Management and Sanctions Policy**

**This policy includes the Early Years Foundation Stage**

***Policy Updated: June 2021***

***Policy to be reviewed: June 2022***

The Deputy Head, Mr Ben Moir, is responsible for all matters concerning behaviour and discipline, supported by the Head of Pre-Prep Mrs Nicola Mould who is the named practitioner, responsible for the implementation of this policy in the Early Years Foundation Stage setting.

*We believe that one of the chief strengths of Longacre is the cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.*

### **1. Introduction:**

At Longacre we recognise that all members of the school community have rights, but with these come responsibilities:

- It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

The policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

### **2. Behaviour Expectations at Longacre:**

***In our school we embrace the 'Longacre Way' our school rules, which incorporates the following:***

- To treat others as we would like to be treated;
- To be honest;

- To listen;
- To do our best to be our best;
- To share;
- To be kind and helpful;
- To be forgiving.

***We make sure that this happens through:***

- A consistent approach to behaviour management;
- Strong school leadership;
- Excellent classroom management;
- Effective systems of rewards and sanctions;
- Clear behaviour strategy and the teaching of good behaviour;
- Ongoing staff development and support;
- Suitable support systems for pupils through Form Teachers, School Council and other pastoral systems;
- Liaison with parents and other agencies;
- Managing pupils' transition effectively;
- Organisation and facility;
- Taking disciplinary action against pupils who make malicious allegations against staff;
- Support through key transition stages and effective preparation for the next stage of education.

***Good Behaviour is taught through (for example):***

- Form Time when pupils are provided with an opportunity to discuss their conduct and that of other pupils;
- Assemblies: school expectation is reiterated and discussed;
- Behavioural management structure: Golden Time;
- Effective rewards systems: use of housepoints, shield points and Blue Cards;
- PSHEE: moral ethics are understood and explored;
- P4C
- Inclusive sporting activities encouraging strong moral ethics;
- Effective role modelling by all staff;
- Support systems for pupils.

***We never accept:***

- bullying;
- racism;
- sexism;
- violence.

**a) Attendance:**

*We expect children to:*

- attend school every day;
- arrive on time with all the appropriate equipment.

*We expect parents to ensure that:*

- children arrive at school and are prepared through punctuality and the appropriate equipment;
- children are collected punctually at the end of school by an appropriate and responsible adult;
- absences or reasons for lateness are reported to the School Office.

*Parents can expect that:*

- the school will keep a daily attendance record and will inform parents if the pattern of attendance of their child is causing concern;
- children arriving late will be monitored and parents informed if there is a concern;
- absences without authorisation will be checked with parents, and if no good reason is given will be recorded as unauthorised. Parents will be advised accordingly;
- persistent absences resulting in an unacceptable level of attendance will be discussed with parents and the school's Designated Safeguarding Lead (DSL).

#### **b) Behaviour in Lessons:**

*We expect children to:*

- arrive promptly at the start of lessons;
- work sensibly in lessons to the best of their ability;
- not prevent other children from learning, or the teacher from teaching;
- complete homework on time and to the best of their ability.

*Parents can expect:*

- regular communication where issues of performance, well-being and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's hierarchy of behaviour management [see Appendix 1].

#### **c) Behaviour in the Playground and Grounds:**

*We expect:*

- all children to be able to play peacefully and safely;

- all children to be able to follow the guidelines in the basic behaviour parameters set out above;
- no child to behave violently, or to bully others in any way.

*Parents can expect:*

- playgrounds to be supervised by members of staff at breaktimes and lunchtimes;
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management (See Appendix 1).

**d) Behaviour at lunchtime:**

*We expect all children to follow:*

- the guidelines in the basic behaviour parameters;
- the routines in the dining room safely, peacefully and quietly;
- To have good table manners and show courtesy to others on their table and around them.

*Parents can expect:*

- lunchtimes to be supervised by an appropriate number of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss individual children's behaviour with their class teacher and where necessary the Deputy Head;
- if their child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management [see Appendix 1].

**3. Violence and Bullying:**

*We expect that:*

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- no discriminatory language will be used;
- nobody at school will by their actions distress other members of the school community;
- children will be able to move about the school and its grounds safely;
- they will be able to move to and from school safely;
- they will maintain proper standards of behaviour on their way to and from school and when representing the school on trips or at matches.

*Parents can expect that:*

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the school staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged to discuss any parental concerns, so that they too can be listened to seriously and professionally;
- all incidents of violence and/or bullying [see Anti Bullying Policy] will be dealt with according to the hierarchy of behaviour management [see Appendix 1].

#### **4. Staff Training and Induction:**

All staff undertake a full induction when employed by Longacre School which includes expectations regarding behaviour and the supervision of children.

In the 'New Staff Induction Handbook' these expectations and guidelines are clarified but specifically state that:

- The use of corporal punishment is not used or permitted or the threat of corporal punishment;
- That physical intervention is allowable under circumstances such as when there is a need to avert immediate danger of personal injury;
- All sanctions imposed for misbehaviour are recorded via CPOMS. This includes the pupils name, year group, nature and date of the offence and sanction imposed. The record is monitored by the Deputy Head, to enable the identification of patterns;
- Staff are also reminded of the requirement in informing parents on the same day or as soon as reasonably possible thereafter.

#### **5. Monitoring and Evaluation:**

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management.

Similarly, if the number of behaviour incidents at Level 3 [see Appendix 1] causes concern, changes will have to be considered both to the policy and to the strategies detailed in the hierarchy of behaviour management.

This policy pays heed to following policy documents:

- Anti-Bullying Policy and Cyber Bullying;
- Safeguarding Policy;
- Online Safety Policy;

- IT Acceptable Use Policy.

## **APPENDIX 1: Hierarchy of Behaviour Management**

### **Rewards at Longacre:**

Children must be made aware that they will be rewarded for good work and good behaviour in a consistent manner appropriate to their development needs.

The rewards employed at Longacre are listed below:

#### **Housepoints**

##### **Housepoints are for academic and non-academic achievement**

(Attainment, progress, effort, attitude to learning, and contribution to Longacre life) Pre-Prep children receive tokens for housepoints in their individual house colour, whilst children in the Prep School have House point cards included in their planners. The number of housepoints feed into their house totals which are celebrated in weekly 'Rewards Assemblies', in which the winning house is awarded the relevant plaque and their house flag hoisted for the week. Children receive individual rewards for receiving housepoints in the form of weekly year group winners, 'Bear Badges' and certificates; bronze, silver and gold.

Children can also be awarded 'Blue Cards' in recognition of a specific achievement in line with the 7Cs, also celebrated in weekly 'Rewards Assemblies' and the card is posted to the child's home.

Parents are invited to every 'Rewards Assembly' to share in the children's rewards, achievements and successes.

#### ***Sanctions at Longacre***

With high behaviour expectations that all staff instil in the children the use of sanctions:

- follows the ethos of the school;
- are carried out fairly;
- have a consistent approach;
- are recorded in the 'Incident Book';
- are monitored by the Deputy Head.

Initially children are given a warning for behaviour that is deemed to fall short of Longacre's behaviour expectations in accordance with the 'The Longacre Way.' Staff will always make sure the child is made aware if their current behaviour is falling short of expectations and how to rectify this. Further misbehaviour warrants a lost 'Golden Minute' which is then recorded on CPOMS and in their planners (requiring a signature from home) which details the specific misbehaviour, the sanction e.g. 1 lost golden minute and the staff member concerned.

During weekly 'Golden Time', children who have incurred a loss of any 'Golden Minutes' will complete a 'reflection sheet' focusing on their behaviour. 'Reflection Sheets' are completed under the supervision of one of the year group staff. Completed 'reflection sheets' are uploaded onto CPOMS.

### Reception, Form I, II and III

Every child starts their day with their name on a picture of the sun. After being given an initial warning for unwanted behaviour if the behaviour was repeated then the child would have their name moved down to the Rainbow with another warning. If the child continues the behaviour then they move their name to the rain cloud and parents are spoken to at the end of the day and the following sanctions are followed.

If a child progresses sufficiently up the hierarchy of behaviour management, or begins at a high level, then Special Educational Needs procedures will have to be followed, because such behaviour will fall into the SEN category of Emotional and Behavioural Difficulty (EBD).

### **Sanctions at Longacre:**

#### **Level 1**

An isolated incident, or a minor concern expressed by a parent that will be dealt with by the Form Teacher. If appropriate the child concerned will lose Golden Time, which is logged on the pupil profile, and be asked to complete a 'Reflection Sheet'. The 'Reflection Sheet' is an opportunity for the children to think about their actions but also the impact on other children and as a result what they would do differently next time.

### Reception, Form I, II and III

If any concerns have been raised or a child's behaviour means that they have been placed on the rainbow the Form teacher, if deemed appropriate, will discuss this with the child's parent at the end of the day upon collection. All such conversations will be added to the child's profile via CPOMS.

#### **Level 2**

At this level the teacher is concerned that a child's attitude and behaviour is not responding to the approaches taken at Level 1, and that there is persistent inappropriate behaviour reported by other staff. Level 2 will also be applied when more serious offences have been committed. In this instance a lunchtime detention, consisting of a twenty-minute detention at the beginning of lunch will be given. A teacher will supervise the detention with apology letters being written to any children and staff concerned. The detention would be logged on the pupil profile.

### Reception, Form I, II and III

If any child's behaviour has meant that they have been placed onto the raincloud then the child will miss 10 minutes from their morning break. During this time the form teacher will have discussions about the behaviour and ensure that the child apologises to the child or member of staff concerned.

#### **Level 3**

Any child who amasses three lunchtime detentions, in a term, will automatically be issued an after-school detention, or where very serious offences (e.g. acts of physical violence) have been committed. Parents will be informed of both lunchtime and after-school detentions. An after-school detention will last for forty-five minutes and will be taken by a



member of the SLT. The child will be placed on a Report Card, for a week, in which all staff will comment on behaviour and effort during lessons and at break and lunchtimes. The child will meet with the Head of Year on a daily basis to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts noted on the Report Card. The card will be taken home and the parents asked to sign and comment where applicable. At this stage the child will also be provided with additional pastoral support.

#### Reception, Form I, II and III

If a child has amassed three morning break time behavioural discussions in a term or where the very serious offences (e.g. acts of physical violence) are committed. Parents will be informed and the child will have a 20-minute lunchtime detention with the Head of Pre-Prep or Key-Stage Coordinator. Following on from this detention the child will have a behaviour monitoring chart that will be completed every day and sent home for the parents to sign. The Head of Pre-Prep or Key-Stage Coordinator will monitor and provide additional pastoral support where needed.

#### **Level 4**

Three after-school detentions will lead to parents being called for a meeting with the Deputy Head. At the end of each term all records of lunchtime detentions are reset to zero, but not those set for after school.

Further actions/sanctions may involve the withdrawal of privileges such as playing in a match or participating in another club, activity or event. The child will be placed on a Report Card in which all staff will comment on behaviour and effort during lessons and at break and lunchtimes. The child will meet with the Deputy Head on a daily basis to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts noted on the Report Card. The card will be taken home and the parents asked to sign and comment where applicable. If there is no improvement at this point the matter will be referred to the Headmaster and the parents will be involved once again.

#### Reception, Form I, II and III

Three Lunch time detentions will lead to the parents being called in to a meeting with the Head of Pre-Prep and/or the Deputy Head. At the end of each term the morning break discussions reset but the lunchtime detentions do not.

Further actions may be that the child is unable to attend clubs, activity or event. The child will be put on a monitoring form for an agreed period of time that will be signed daily by the Form teacher and the parents. If by this point there is no improvement in behaviour this is when the matter will be referred to the head master.

#### **Level 5**

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility. If a child were to commit a grave offence, then the Headmaster would consider suspension or even expulsion in accordance with the existing 'Expulsion, Removal and Review Policy'.

A child found to have made malicious allegations against a member of staff will immediately be escalated to Level 4/5 and immediate contact will be made with the parents and where applicable, inter agencies. An investigation will be undertaken as outlined in the Safeguarding Policy.