

**The**  
**Lloyd Williamson**  
**Schools**

**Behaviour**  
**Policy**

**2016-2017**

## **Principles**

The staff of the Lloyd Williamson Schools seek to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Policy are based on *respect*:

- Respect for self
- Respect for others
- Respect for the environment

Our policy seeks to put into practice the shared values of the community of pupils and staff.

### **Respect for Self**

All pupils and members of staff will be encouraged to draw on a sense of good self-esteem and pay attention to their needs as individuals within the larger group.

### **Respect for Others**

All pupils will be expected to:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Restrain from, and help to prevent, all forms of bullying
- Behave with the health and safety of others in mind
- Be helpful

### **Respect for the Environment**

Everybody should:

- Treat their own property and the property of others with care
- Treat the school buildings, furniture, contents and grounds with good regard
- Treat the environment of the Venture Centre as an extension of the School and therefore with respect
- Be mindful of the community at large when on School trips

### **Rewards**

We believe in a system of positive reinforcement. Whole class and individual good behaviour will be praised and those individuals not behaving in the same way will be respectfully encouraged to follow good examples. Teachers will always deal with disruptive behaviour and have a range of sanctions to use.

Praise will be genuine and realistic, reflecting the true efforts of an individual or a whole group. Praise will be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement and should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that student
- it is of a consistently good standard – this one often gets missed

We avoid giving rewards:

- as bribes
- on demand
- in a way which causes embarrassment

- in a way in which devalues their currency

Types of rewards include:

- Positive comments and stickers
- Housepoints
- Negative to Positive marbles in a jar
- Certificates to be awarded in Assembly
- A letter home to parents

## Specifics and Implementation of the Behaviour Policy

1. Contracts for good behaviour. Teachers will workshop this with their class in the first week of the year/term. Teachers will display these contracts in their classrooms and revise as necessary. A whole school contract for behaviour will be created in a whole school assembly. In the event of a new child joining the class, the contract will be revised to include them so that they have a sense of ownership for themselves on the contract. A guideline for School Rules can be found in Appendix 1.
2. Teachers will keep their own individual **Class Incident Book** to record disruptive behaviour or causes for concern. Teachers write up and date incidents. Serious incidents and serious causes for concern (usually child protection issues) will be written up on the appropriate forms, signed off by a member of the Senior Management Team and filed in the appropriate file in Aaron's office. This information will be *confidential and sensitive and will be treated as so at all times*. Teachers will report incidents referred to the parents to the Principals.
3. Rules and Consequences: (see below). Where physical restraint is needed, teachers will always try to involve another member of staff as a witness. Incidents will be reported to the Principals as soon as possible. Teachers will write up what happened on a Serious Incident form and report the incident to any parents of involved children.
4. House Points – positive reward for good behaviour and good work. All members of staff may give these to children. Teachers may adopt a thematic approach for additional points e.g. looking smart in correct school uniform, underlining titles without being reminded, getting their reading record signed, etc.
5. Marbles in jars (up to and including Year 6) – Class teachers will encourage the children to be aware of the importance of this. A marble is moved from a negative jar into a positive jar as a means of whole class praise – or vice versa (this should not be used as a punishment for individual children). A reward to be decided upon by staff and agreed to by the Principals will be awarded when the positive jar is full and the negative jar is empty.
6. Achievement and Behaviour certificates – to be awarded in Monday's *Assembly*: certificates available in the Resources Room. Teachers should limit numbers of certificates awarded, unless there are exceptional cases, in order to maintain a good currency and sense of respect for the awards.

## Expectations

### Classroom behaviour:

1. Teachers will be responsible for establishing and maintaining rules and boundaries
2. Children should enter and leave their classroom quietly and appropriately
3. An appropriate noise level will set by the teacher
4. No aimless wandering – directed movement
5. No leaving the room without the permission from a member of staff and the teachers knowledge
6. Classrooms and Annexes to be kept tidy
7. Children will be expected to actively listen and engage with members of staff in all lessons

### Movement around the school:

1. Walk on the left – even on the stairwell
2. Walk in single file
3. No shouting
4. Be aware of visitors and be courteous by stepping aside
5. Be aware of other classes and be considerate
6. Whole groups of children to be accompanied around the school by a member of staff
7. Hands out of pockets

### Morning Breaktime (in the Dining Hall):

1. Teachers will establish structured activities – no ball games or games involving throwing
2. Teachers will collect their class at the end of break and make sure the hall is left tidy and ready for lunch
3. Children to demonstrate a sense of responsibility with respect for others and the equipment they use

### Morning Breaktime (on the Nursery playground):

1. Lining up as required by the teacher – walking through the school quietly, especially through the nursery
2. Equipment to be used safely and sensibly, i.e. if the equipment is obviously too young, do not use!
3. Leave the playground looking tidy, with all equipment put away unless directed otherwise by Nursery staff.

### Lunchtime – Dining Hall:

1. Lining up quietly and calmly whilst waiting for lunch to be served
2. Children to sit on chairs properly and remain seated until the end of lunch – lunchtime monitors responsible for their tables
3. Leave the hall in classes/table by table depending on what suits the needs of the day
4. Teachers on duty to be punctual
5. TIDY TABLE AWARD: two housepoints for each child around the table who wins
6. Children to use a knife and fork appropriate

### Lunchtime – at the Venture Centre:

1. Lining up as required – walking smartly and sensible. Talking only to a partner not children in front or behind

2. No adults (other than LSAs) to partner children – only take responsibility for groups of allocated children
3. Reminders to the children about respect for themselves, others and the environment
4. Children should let a teacher know if they are going to the toilet

#### Wet Breaktimes:

Make use of the Dining Hall. Leave the hall looking tidy and ready for afternoon snack/tea. If the children are divided into groups and use classrooms, staff should make sure that rooms are left as they found.

#### Using the toilets:

1. One child at a time, where possible
2. Reminders to flush the toilet and wash hands
3. Children should report any mess immediately

Specialist lessons: PE, Swimming, Music, Drama, Social Studies etc:  
As per the rules and expectations of classroom behaviour.

### Discipline and Sanctions structure

#### Whole School:

#### Key Stages 1-2

Marbles in positive and negative jars.

#### Key Stage 3

Discussion and loss of breaktime (one minute per year of child rather than the whole period), loss of golden time (on appropriate days) – however, given the class is so small, most sanctions will apply more effectively to individuals involved.

#### Individual children:

#### Key Stages 1-3

- **Time out** (effective use of this is when one minute per age in years of the child is used) in the Venture Centre – behaviour, alternative ways of responding/behaving to be discussed before, during and/or after the time out with the member of staff who issues the sanction where possible.
- **Yellow card** – to be issued to the child, who keeps it until the end of the day. When the card is returned by the child, behaviour, consequences and alternatives ways of behaving to be discussed with the class teacher. Three yellow cards in any one half-term will constitute a red card (see below).
- **Red card** – for more serious and/or persistent offences of disruptive behaviour in class, on the playground or on trips. A red card will be issued to the child who keeps it until the end of the day. A red card will mean the child's parents or carers being called in for discussion about the negative behaviours and their impact on learning and on others.
- **Talking to the parents or carers.**

- **Principal's Report** – typically for a week or longer in negotiation with parents and carers.
- **Suspension\*** for a fixed period or permanent **exclusion\***.

\*Parents may be required, during or at the end of term, to remove the student, without refund of Fees, temporarily or permanently from the School if, after consultation with the Parents, the Co-Principals are of the opinion that the conduct of the student is considered to be in serious breach of the School's *Behaviour Policy*, or if a parent has treated the School or members of staff unreasonably and in any such case removal is considered to be warranted. The Deposit will not be refunded in the event of removal from the School and Fees in lieu of notice will be charged and all outstanding Fees and Applicable Charges will be payable in full.

All sanctions will be recorded by the school.

The School and its staff operate a zero tolerance towards physical violence. Depending on the nature of the offence, some children may be excluded for the rest of the day if they are physically violent, with or without provocation.

### **Monitoring and Evaluation**

Staff will regularly evaluate the effectiveness of this policy through discussion with children in class and in whole school activities such as Drama, Social Studies and assemblies. Reviews will take place on a regular basis or as necessary in Staff Meetings.

The Co-Principals are committed to keeping the policy up to date with initiatives, guidelines and legislation.

**Updated February 2017**

**Lucy Meyer**  
***Proprietor and Co-Principal***

**Aaron Williams**  
***Co-Principal***

## **Appendix 1**

### **Have respect / be gentle – Don't hurt anyone**

*Examples of behaviours which break this rule:*

Violence towards others  
Intentionally hurting others- spitting/biting/kicking  
Selfish/Aggressive behaviour  
Running within school building  
Not walking safely to the Venture Centre

### **Be kind, polite and helpful – Don't hurt peoples feelings**

*Examples of behaviours which break this rule:*

Swearing at an adult  
Walking away when being spoken to by an adult  
Swearing amongst peers  
Being deliberately mean to each other  
Answering back  
Name calling

### **Be honest – Don't cover up the truth**

*Examples of behaviours which break this rule:*

Stealing  
Lying to parents, staff, children about own part in an incident  
Automatic denial

### **Look after property – Don't waste or damage property**

*Examples of behaviours which break this rule:*

Violence to property or vandalism  
Lack of respect for school's or other people's property

### **Work hard – Don't waste time**

*Examples of behaviours which break this rule:*

Taking too long to go to the toilet  
Showing a lack of organisation of books and equipment  
Lateness  
Never doing homework  
Deliberately wasting lesson time

### **Listen to people – Don't interrupt**

*Examples of behaviours which break this rule:*

Not listening  
Doing what they've just been told not to (deliberately)  
Distracting others  
Interrupting  
Fidgeting/fiddling