



LLOYD WILLIAMSON
FOUNDATION

The

**Lloyd
Williamson**

Schools Foundation

**Behaviour
Policy**

Principles

The staff of the Lloyd Williamson Schools Foundation 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; we do not take a one size fits all approach and explore all behaviour in context e.g. mitigating circumstances, either at home or otherwise e.g. homelife, SEND, first offence, amongst others.

Respect for Self

All pupils and members of staff will be encouraged to draw on the pupil's 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 (especially protected characteristics)
- Restrain from, and help to prevent, all forms of bullying
- Behave with the health and safety of others in mind
- Be helpful and kind

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 any playground or facility we use as an extension of the School and therefore with due respect
- Be mindful of, and treat with respect, 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.

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 may include:

- Positive comments and stickers
- Housepoints (lower school)
- Certificates (in assembly) and end of year awards
- An email to parents and communication via AIMS
- Amazon Vouchers (For top user of IXL)

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 guideline for School Rules can be found in Appendix 1. Behaviours and Sanctions list is in Appendix 2.
2. Teachers will record significant disruptive behaviour or causes for concern on AIMS. Teachers write up and date incidents. Serious incidents and serious causes for concern (usually child protection issues) will be reported to the DSL under Safeguarding and added to AIMS. This information will be *confidential and sensitive and will be always treated as so*.
3. Overall behaviour will be explored and discussed in Staff Meetings in order to support a whole school approach and at the mini / daily briefings prior to the start of the school day.
4. Rules and Consequences: (see below). Where physical restraint is needed (see Positive Handling Policy), only member of staff who are trained should apply positive handling. In urgent cases (e.g. breaking up a fight, stopping someone running into the road), all staff, using reasonable force may intervene.
5. 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.
6. Corporal punishment will never be used or threatened.

Expectations

Classroom behaviour:

1. Teachers will be responsible for establishing and maintaining rules and boundaries
2. Children should enter and leave the classroom quietly and appropriately
3. Children may only enter the science labs only when the teacher has given them permission to do so.
4. An appropriate noise level will set by the teacher for all lessons
5. No leaving the room without the permission from a member of staff and the teacher's knowledge
6. Classrooms, Annexes and hallway lockers to be kept tidy – locker doors must be closed
7. Children will be expected to actively listen and engage with members of staff in all lessons and remain on task, and ask for help as necessary
8. All children should be supportive of other students' learning
9. All children to be on time for lessons and be ready to engage in the lesson with their books, stationery and equipment

10. Up to Year 6 (inc) the school will provide stationery and equipment – Year 7 upwards, the children are responsible for their own stationery and equipment (please refer to the stationery list)

Movement around the school:

1. Should be respectful of others' safety at all times e.g. no running
2. No shouting – children may move around the school in groups and talk but noise should be at a reasonable level so as not to disturb others
3. Be aware of visitors and be courteous
4. Be aware of other classes and be considerate

Morning Breaktime:

1. No rough / fighting games
2. Children to demonstrate a sense of responsibility with respect for others and the equipment they use both inside and outside

Lunchtime – Dining Hall:

1. Lining up calmly whilst waiting for lunch to be served
2. Children to sit on chairs properly and remain seated until the end of lunch
3. Children to use cutlery appropriately

Using the toilets:

1. One child to leave the classroom at a time
2. One child per cubicle
3. Reminders to flush the toilet and wash hands
4. Children should report any mess immediately

Specialist lessons: PE, Swimming, Music, Drama, PSHE etc:

As per the rules and expectations of classroom behaviour.

Sanctions Structure:

Lower School – significant poor behaviour is always reported to the student's tutor and recorded on AIMS

- **Brief time out** (e.g. step outside, count to 10 and let's start again) to self-regulate (where this is possible) and start again. This is for minor disruption.
- **Extended time out** for more significant disruption (takes place at breaktimes). Effective use of this is 1 minute per age in years of the child e.g. 10 mins for a 10 year old. 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. Always give the child an opportunity to make things better.
- **Discussion with Teacher**
- **Discussion with Principal**
- **Discussion with parents possibly leading to being 'on report'**
- **Temporary exclusion**
- **Permanent exclusion**

Upper School - poor behaviour is always reported to the student's tutor and recorded on AIMS

- **Brief time out** (e.g. step outside, count to 10 and let's start again) to self-regulate

(where this is possible) and start again. This is for minor disruption.

- ***Leaving the room for extended time out*** – if their behaviour is such that it impacts negatively on their own learning as well as the learning of others and/or prevents teachers from effectively doing their work – more than 3 of these leads to being on report, or in some cases, temporary exclusion
- ***Discussion with Teacher / Tutor***
- ***Discussion with Principal***
- ***Discussion with parents possibly leading to being ‘on report’***
- ***Temporary exclusion***
- ***Permanent exclusion***

The school and its staff operate a zero tolerance towards physical violence. Depending on the nature of the offence, 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, PSHE and assemblies. Reviews will take place on a regular basis or as necessary in Staff Meetings.

Updated 7th May 20224

Date for Review: May 2024

Lucy Meyer
Co-Principal

Tim Smart
Senior Teacher

Appendix 1

Have respect / be gentle – Don't hurt anyone

Examples:

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

Be kind, polite and helpful – Don't hurt people's feelings

Examples:

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:

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

Look after property – Don't waste or damage property

Examples:

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

Work hard – Don't waste time

Examples:

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:

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

Appendix 2
Behaviours and Sanctions (not an exhaustive list) these are basic sanctions which can be added to as necessary and be in conjunction with other sanctions:

Issues	Sanctions
Not being prepared for lessons (materials books etc)	30 minutes detention
Homework not done or brought to school	30 minutes detention
Chewing / using gum in the school	30 minutes detention
Lateness	3 in a term letter home
Not caring for your environment/vandalism	Fixing or paying for damaged items
Rude, mean or disrespectful verbal or non-verbal language	Reported to tutors and multiple strikes placed on report with targets
Non adherence to correct uniform	Door staff have the right to ask pupil to go home and change.
Play with the intention to hurt / fighting	Zero tolerance to violence policy – possible one day or more suspension.
Mobile phones not handed in	Caught on site with phone, confiscation for rest of day - strike 1, 2 days - strike 2 and strike 3 is one week picked up from main office and final strike is suspension. Parents will need to pick up the telephone.
Moving around the school in a disruptive or dangerous way.	Reported to tutors and multiple strikes placed on report with targets
Any behaviour which prevents or interrupts learning or teaching.	Sent out of class. Tutor informed and decides if it is a warning or starting being on report.

Behaviour report:

- 2 or 3 targets specific to student's improvement needs
- Handed in daily in the phone box (in upper school) or class teacher in lower school
- Handed in completed at end of week to pastoral tutor

- Lost reports or defaced reports will result in extension of report period

Rewards

- Use of AIMS for praise
- Praise of positive actions and behaviour
- Stickers and praise and appreciation