

Les Landes School

Positive Behaviour Policy

UNCRC Article 3: Everyone who works with children should do what is best for each child.

UNCRC Article 19: You should not be harmed and should be looked after and kept safe.

UNCRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

As duty bearers of the UNCRC, all adults in school have a responsibility to respect, protect and fulfil children's rights. All rights are equally important, however, at times it may be necessary for adults to prioritise one article over another.

INTRODUCTION

We want all children and their families to feel welcome and involved at Les Landes. We are a hard-working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to be the best they can be in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened.

Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, and pupils can work together to improve behaviour, attitude and standards of work. Good behaviour is essential if effective teaching and learning is to take place.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed.

AIMS FOR BEHAVIOUR AT LES LANDES

- To teach children to think about their behaviour and to learn self-control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To treat children politely and fairly, so that they learn to be polite and fair.
- To teach children to respect other people, their rights, property, beliefs and feelings...essentially, to respect difference.
- To praise and reward positive behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

PROMOTING GOOD BEHAVIOUR

Rights Respecting School

As a Gold Rights Respecting School, the principles of the UN Convention on the Rights of the Child (UNCRC) underpin our approach to behaviour and relationships. We are committed to creating a safe, inclusive and respectful environment where every child's rights are recognised, respected and promoted by adults as duty bearers. Pupils are supported to understand their own rights and the rights of others, developing empathy, respect and consideration in their daily interactions. Through a rights-based approach, children learn to express their views appropriately, resolve disagreements peacefully and contribute positively to a school culture built on dignity, fairness, kindness and mutual respect.

PSHE and Positive Behaviour

Positive behaviour is promoted through our PSHE curriculum and the *myHappyMind* programme. Through regular lessons, our children develop the skills needed to understand and manage their emotions, build resilience, develop positive relationships and make responsible choices. Children are encouraged to recognise their strengths, show respect for others, appreciate differences and take responsibility for their actions. By developing self-awareness, self-regulation and a growth mindset, pupils are equipped with the skills and attitudes needed to contribute positively to the school community and create a safe, respectful and supportive learning environment for all.

RESTORATIVE PRACTICE

It is a simple fact, we know that harm will be done at some point to people and relationships, for any number of reasons. We see it all the time in our schools, playgrounds and classrooms. However, when harm is done it creates obligations and liabilities that need to be resolved. And this is the crux of the matter: it is the response of those involved that will determine what happens next.

When that incident happens, what we do, as a teachers and teaching assistants, will be crucial for all. Practicing restorative practice techniques focus on repairing the harm and making things right by following a set of techniques, practices and in particular, a specific question set to guide the ensuing conversations.

During restorative conferencing, specific language and questions based on the 'Restorative Conference Script' are used. The person facilitating the conversations asks a set of scripted questions to those involved in an incident. The goal of resolving conflict in relationships is not about victory or defeat. It is about reaching understanding and letting go of our need to be right. When appropriate, adults may use this process to resolve conflict.

Ask: **person who caused harm**
person harmed and others



Facts Before - At the time - afterwards

- Tell, explain, describe;
- What? When? Where? Which? Who? How? (Why?)
- Any questions?

Affect

- Who has been affected by what you did?
- How were they affected?
- How did you become aware of what happened?
- What were you thinking at the time?
- How did you feel at the time?
- How else were you affected?
- What was the hardest thing for you?
- Who else was affected by what happened?
- How do you feel about what happened now?

Implications for future

- Before we move on is there anything you would like to say to those here?
- What would make things better for you (personally)?
- What do you think could stop this happening again?
- Is that fair and reasonable?

Re-integration

Allow parties opportunity, with refreshments if possible, to spend time together without facilitator intervention.

We start by saying - "Let's Talk", and by asking questions, we demonstrate that this meeting is not a punishment, it is a conversation.

EXPECTATIONS

We have a school charter to make the school a fair and safe place for all children, based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. All classes begin the year agreeing a code of conduct, a class charter for their classroom. The following charter applies to the whole school community.



In line with the Government of Jersey Violence Against Women and Girls Taskforce recommendations, the school commits to a whole-school, zero-tolerance approach to all forms of gender-based violence, abuse and harassment, promoting gender equality, respectful relationships, early intervention, safe reporting, and robust safeguarding to prevent and eradicate violence against women and girls

REWARDS AND CONSEQUENCES

Rewards

Most children at Les Landes behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to class teacher praise and class rewards, such as Dojo points or gems, we also acknowledge wise choices with a house point, and adding a pebble into the House jar. Children earn a pebble for 'a special achievement' or 'doing the right thing'. Specific observable behaviours which might be acknowledged include:

- Trying your best
- Persevering
- Being honest
- Being ready for learning
- Being helpful
- Being organized
- Walking inside
- Being a good friend
- Collaborating
- Being polite
- Helping others

Rewards may also be given in the following ways.

- Showing work to other staff or the Headteacher/Deputy Head, or simply going to see them for affirmation.
- Having achievement acknowledged as a 'special mention' shared in assembly.
- Showing their work in assembly.
- Being given whole school or class or responsibilities.
- Sharing examples with parents.

It is very hard to get rewards right; some children always make wise choices, produce high quality work and behave appropriately and do not need these incentives as they have self-discipline and motivation. We try to give this special attention too. Our main aim, however, is to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

Consequences

The vast majority of children respond to a friendly warning. For those children who find it hard to make the right choice or who consistently challenge the expectations, we have a framework of consequences.

The following list of consequences is not necessarily in order - we respond to each incident as an individual case considering factors such as past behaviour.

For Disruption in Class

- Friendly warning
- Verbal warning
- Asked to work in another part of the classroom.
- Asked to work outside the classroom / work in another class for an agreed time. This is logged on t/sensitive for the purpose of monitoring over time
- Asked to go to the Key Stage Manager.
- At times, a child may be asked to finish their work at the start of playtime.
- Withdrawal of privileges such as after school clubs, sitting on benches in assembly, football matches, trips.

Use of inappropriate language (including name calling, racist, homophobic or threatening language)

- 24 hours removal from playground or lunch setting
- Asked to work outside the classroom / work in another class for an agreed time.

- This is logged on t/sensitive for the purpose of monitoring over time.

Where possible, children will complete the learning they are missing, but where support would have been needed and is not available, independent activities will be provided. This is a rare occurrence and usually part of a wider pattern of behaviours requiring support.

For Inappropriate Behaviour at Playtime

The warning and time out consequences apply to playground behaviour too, with the school charter making behavioural expectations explicit. Children are occasionally asked to come inside to discuss what has happened with a senior member of staff. This may result in then missing some playtime. We place great emphasis on talking things through, on hearing everyone's version of events and on reconciliation. Typical responses to inappropriate behaviour include:

- Friendly warning
- Verbal warning
- Time out in a variety of places (this should be for a short period of time)
- Missing a subsequent playtime if no time for immediate time out
- Missing lunchtime play
- Informing parents

Playtime behaviour is logged for the purposes of monitoring and early intervention. Children should not know that their name is recorded in this way.

More Serious Behaviour Concerns

- Whilst acknowledging that a certain level of physical play in young children is inevitable as children learn boundaries, if a child hurts another child or a member of staff in class time with intent, or causes significant damage to property, there will be an investigation in the first instance. Consequences may include working outside the class base for that session, or the next session depending on the time of the incident.
- If a child hurts another in the playground, removal from the playground for an agreed amount of time is the consequence.

Follow up following inappropriate use of language or more serious behaviour concerns (physical or verbal)

- The child will be involved in a debrief; this may be a considerable time afterward to allow for a calm discussion.
- Parents may be informed by class teacher in the first instance.
- The child should clear up any mess / damage.
- The child should apologize to the child or adult that they have hurt or threatened.
- The adult should reflect on the incident to identify possible triggers or patterns.
- Accident forms for injuries or near misses should be completed as appropriate.
- Brief notes will be added to SIMS as a communication log when parents have been informed.

Repeated Inappropriate Behaviour

If inappropriate behaviour is repeated and there is little evidence that the child is responding, then the following steps may be taken:

- A meeting will be arranged involving the class teacher and parents.
- The school will closely monitor and analyse the behaviour to identify triggers and patterns.
- The SENCO may become involved if a more structured support might be needed.
- Outside agencies may become involved to support staff and children with effective

strategies.

Sudden or uncontrolled distressed behaviour is very rare, and should be avoided through a proactive, rather than a reactive approach. In this situation, a senior teacher should be called, and the parents informed immediately that the child has been removed from class. Use of restraint is not used unless the child is a significant danger to themselves or others. Physical restraint techniques require training and manual handling plans. Consistent management plans are considered at this stage.

In cases of extreme behaviour or if there are no responses to all our previous strategies, children may be excluded from school. This is in accordance with the Department for Children, Young People, Education and Skills (CYPES) Suspension Policy. Any type of exclusion is made known to CYPES and it is recorded in the child's file, which goes on to secondary school. Parents have the right to appeal against an exclusion. We will also exclude children from offsite educational visits or extra-curricular clubs if this is where the problem lies.

It is our job to support children's behaviour in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school.

Children with Specific Needs

Our behaviour policy acknowledges that children have different needs. Children who are neurodiverse, for example, may need adaptations in order to be successful. If a child's behaviour gives cause for serious concern, we can give additional support in school. We can also, but only with the agreement of parents, complete a request for involvement (RFI) for Social Emotion Mental Health Inclusion Team (SEMHIT), Child and Adolescent Mental Health Service (CAMHS), Education Psychology Service (EPS) or Autism and Social Communication Team (ASCT).

MONITORING AND REVIEW

In addition to observations carried out and recorded in the consultation notes and reports, teachers maintain careful records of observed behaviours that cause concern. These records assist in evaluating procedures and in communicating with the child, other member of staff, parents and outside agencies.

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