

**The**

**Lloyd Williamson**

**Schools**

**Behaviour  
Policy**

**2020 – 2021**

## **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 both individuals and as part of the larger group. They will learn emotional literacy and be able to communicate their needs in a way that supports them to get.

### **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
- Be mindful of way in which they might either positively or negatively impact others

### **Respect for the Environment**

Everybody should:

- Treat their own property and the property of others with due and appropriate care
- Treat the school buildings, furniture, contents and grounds with good regard
- Treat the environment of the Venture Centre (and other play areas used by the school) 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 appropriate 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
- 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 will be written up, and reported to Ramona, Tanya and/or Lucy or to one of the DSLs (where a child protection issue is a cause for concern) as appropriate. This information will be *confidential and sensitive and will be treated as so at all times*.
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 where restraint is used must be reported verbally to the Principal as soon as possible. Teachers will write up what happened 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. 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 effective 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
5. No leaving the room without the permission from a member of staff and the teacher's knowledge
6. Classrooms and Annexes to be kept tidy (rubbish / miscellaneous items picked up, chairs tucked in etc)
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 – respectful chatting is okay if appropriate
4. Be aware of visitors and be courteous by stepping aside
5. Be aware of other classes who may be working 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 respect for others and responsibility for the equipment they use

### 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 – 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 cutlery appropriately

### Lunchtime – at the Venture Centre:

1. Lining up as required – walking smartly and sensibly. Talking only to a partner not children in front or behind
2. No adults (other than LSAs) to partner children – teachers to 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
2. Reminders to flush the toilet and wash hands
3. Children should report any mess immediately

Specialist lessons:

As per the rules and expectations of classroom behaviour.

## **Discipline and Sanctions structure**

**Whole School:**

### **Key Stages 1-4**

- **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.
- **Talking to the parents or carers.**
- **Principal's Report** – typically for a week or longer in negotiation with parents and carers.
- **Exclusion** for a fixed period.
- All sanctions must be recorded

### **Detentions (Specific policy)**

Formal Detentions are only given to children from **Minotaurs class upwards (KS3 & KS4)**. We take the giving of detentions seriously. Detentions are for persistent infringement of the level of behaviour (and attitude towards homework) we expect as a school.

- Detentions may only be given by teachers or senior management. Other members of staff may recommend a detention be given directly to a member of staff and not the child.
- Generally, they are given for two reasons: persistent poor behaviour and failure to do homework.
- Homework that is either not completed or handed in on time carries a twenty minute detention per piece.
- Detentions for poor behaviour can be of any length (up to and not exceeding an hour per day and only up to two days per week). Anything that would potentially exceed this should be considered as serious enough to speak to the Principal and / or parents.
- Detentions are held at the Upper School on Mondays directly after school and on Tuesdays at Telford Road. Timing of the detention begins as soon as the child arrives signed in by the teacher on duty.
- Parents should expect a minimum of 24 hours notice that their child has a detention and must be aware of the reason. We expect the parents to work with us to make sure that their child attends. If a child does not attend the detention and there is no reasonable reason for this (in writing) an additional 20 minutes will be added to the detention and they will have to attend the next possible date.

- Persistent failure to attend detentions will usually result in a temporary exclusion from school. Similarly, if the amount of detentions is more than the available time this will usually lead to an exclusion and as above should always involve the Principal and / or parents.

The School and its staff operate a zero tolerance towards serious and / or persistent poor behaviour. Examples of this include, but are not limited to: abusive language including racist and homophobic language, bullying, fighting and theft. We will not tolerate physical / verbal violence.

Depending on the nature of the offence, some children may be excluded for the rest of the day if they are physically or verbally 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 June 2020**

**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