



Locks Heath Junior School

A healthy and sustainable community where children come first.

We respect.

We thrive.

We belong.

### 3.6 Behaviour and Attitude Policy

(To be read alongside adopted LHJS Anti Bullying Policy, LHJS Physical Intervention Policy, LHJS Exclusion and Suspension Policy)

Approved By Governing Body July 2025  
To Be Reviewed by July 2026

Signed on Behalf of the Governing Body	Name	Date

Revision Status				
Rev	Issue Date	Reason for Issue	Prepared	Approved
1	September 2019	Complete rewrite (Exclusions removed to separate policy; renamed Behaviour and Attitude)		
2	July 20	Differentiation between sanctions in Upper and Lower school	Leadership Team	
3	July 21	Main Revision CPOM recording of incidents and additional section on responsibilities, communication with parents and training staff.	Mixed Stakeholder Working party	SIC
4	July 22			
5	July 23	Periodic Revision	LT	SIC
6	Sep23	Governor Recommended additions included	LT	SIC
7	Sep 24	Periodic revision	LT	SIC
8	July 25	Periodic Revision	LT	CC

<b>List of Changes to previous revision</b>	

## **Aims**

Within our school, we believe that positive behaviour and attitudes are not only the foundation of a good education, but also an educational outcome. In the world around them, children see many different examples of how people conduct themselves. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. Our aim is to create an environment where children feel valued, safe, and motivated to learn. Creating a calm, orderly atmosphere where effective teaching and learning can take place is a priority. We believe that children respond best to praise and encouragement. Therefore, we find every opportunity to praise children when they are showing appropriate behaviour. We recognise that good practice in Behaviour Management is critically important to maintaining mental health and wellbeing in staff, pupils and parents. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

## **Legal Context**

This policy complies with section 89 of the Education and Inspections Act 2006.

The policy also complies with 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' September 2023

This policy complies with Teacher Standards (DfE)

## **What behaviours do we expect at Locks Heath Junior School?**

RESPECT is the value, which underpins the expected behaviours at Locks Heath Junior School. Conversations with children about behaviour should reinforce respect of ones'self, each other, of the school, the community and of property. Respect encompasses walking in corridors; participating in learning; or being kind. RESPECT is always in focus.

Our school vision is supported by seven our Learning Values. Those values are PERSEVERANCE, TEAMWORK, INDEPENDENCE, BRAVERY, IMAGINATION, REFLECTION and CURIOSITY. Respect underpins all of these learning values. These values are reinforced throughout the curriculum, in assemblies and during times of recreation.

Definitions of our Learning Values can be found at the end of this policy.

## **How do we talk to children about their Behaviour?**

*'Every interaction is an intervention.'*

*'The way we talk to children becomes their inner voice'*

There is an expectation that members of our school community will notice each other when they are displaying appropriate behaviours and to use descriptive praise in recognition of this. This strategy is highly effective in reinforcing positive behaviours. For example: 'It is great to see you walking down the corridor,' or 'Thank you for using good manners' or 'You have made a good choice by moving yourself away from....'is preferable to 'Well Done' 'Fantastic!'

When staff are dealing with children who are not displaying positive behaviour, they should refer to the child having made a choice. In addition, children are encouraged to recognise their behaviour as an emotional response, so the member of staff may say: 'I can see that you are feeling angry/upset/bored and I am wondering if...might help you to settle/calm/feel better so that you can make a better choice.' This helps children to take responsibility for their actions. Shouting and raised voices usually escalates a situation and are best avoided in all but extreme cases where control or attention needs to be gained quickly to avoid a situation becoming dangerous. Messages that reinforce the behaviours a teacher expects to see rather than dwelling on the negative aspects of what has been displayed is also more effective in most cases.

## Training for Staff

All learning staff will annually attend training, where they are updated on policy changes. Further to this, teachers and LSAs will attend at least one further, in- school training session with a focus on supporting children with their behaviour. Teachers with direct responsibility for children with specific needs will all receive guidance from the SENDCo and may be required to engage in additional specific training. Keyworkers will receive a minimum of three training sessions annually to support them with meeting the needs of children with Individual Behaviour Management Plans. Informally, training will take place throughout the year through professional conversation within school and with professionals from other agencies.

We will endeavour to ensure that the vast majority of our Learning staff have received Team Teach Level 1 training for Physical Intervention recognising that Day 1 of the training- De-escalation and Distraction- is the part that is most frequently utilised. We aim for keyworkers to hold Level 2 Team Teach training.

Inexperienced teachers will be given in- house training early in their career to help them in having 'difficult conversations' when communicating about behaviour.

## Responsibilities

**ALL Staff** have the responsibility to uphold the culture of respect. All staff have a responsibility to report behaviours using the Cpom system directly or indirectly by reporting first to the class teacher.

**Class teachers** responsibilities regarding behaviour management are set out within the Teacher Standards Document - Part One - Standard 7. See below:

### Manage behaviour effectively to ensure a good and safe learning environment

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

Class teachers (and LSAs in their absence) are responsible for the day-to-day management of the behaviour of children in their class both within lessons and during recreation times. They are responsible for establishing a culture within their class, underpinned by respect and enable children to develop positive attitudes to learning. They have flexibility within their class timetables to respond to situations through impromptu circle times and discussions. Teachers are responsible for personalising the curriculum for children with specific needs. This learning should match a child's next steps, as recorded in the tracking document and should reflect the child's interests. This personalisation is a pre-requisite to achieving positive behaviour with these children. Leaders will offer advice and support to teachers in devising

individual behaviour management plans, but it is the class teacher's responsibility to ensure that plans are followed. Class teachers are responsible for recording low-level behaviours, carrying out reflections and for regularly reporting behaviour to parents.

Class teachers have a responsibility to ensure that they make provision for children with additional needs for the times when they might not be present in the classroom. Children with SEMH needs find the presence of an unfamiliar adult disconcerting and so careful thought and planning needs to take place to ensure that these children are successful during these times.

**Keyworkers** have the responsibility under the direction of the Class teacher and SENDco to support allocated children in regulating their behaviour. They will act as advocates for the child, often being their voice and champion. Where appropriate they will work with their allocated child(ren) on therapy interventions or behaviour modification programmes. They will often be responsible for recording behaviours of their allocated children. Social and emotional wellbeing can be impacted by poor self-esteem and this can happen when a child is struggling with learning. Therefore, it is imperative for keyworkers to support these children with learning (especially reading) to ensure they catch up or keep up with peers.

**Emotional Literacy Support Assistants** are responsible for working with allocated children to understand their emotional responses to situations. They usually work with children on a 6-week programme and then the child is expected to implement the strategies independently.

**SENDCo** has the responsibility for administering Education and Health Care plans, liaising with other agencies who can support the school with managing behaviour, supporting, and training staff in matters relating to behaviour.

**Child and Family Support Worker** has the responsibility to assist Class teachers in working in partnership with parents of children displaying challenging behaviours. The Child and Family Support Worker is responsible for making referrals to agencies that can support parents with behaviour within the home setting.

**Year leaders** have a critical role to play in the facilitation of this policy. They are responsible for establishing a respectful culture within their year group and in enabling children to develop positive attitudes to learning. They will do this by holding regular year group assemblies, by being proactive in setting and maintaining high standards of behaviour in their year group areas and around the school. Year Leaders have the responsibility to support class teachers in carrying out their role, advising and helping with practical solutions. They are responsible for supporting the class teacher in communicating with parents as specified below. They will undertake reflections with children within their own year group as specified below. They are also responsible for the analysis of Arbor behaviour reports every half term and in actioning any resulting recommendations.

Ideally, the **Year Leader** or **Senior leader**, who began the investigation, should complete the investigation. In reality, in a busy school environment, this is not always going to be possible or practical. Where it is known that a leader is going to be absent from school or otherwise unable to complete an open investigation, a formal handover should take place before the end of the school day to ensure all relevant information is passed over and the receiving leader is fully briefed.

**The Headteacher and Deputy Headteacher** are responsible for ensuring this policy is adhered to in school and by all staff, for monitoring its effectiveness. The Headteacher and/or Deputy Headteacher will undertake reflections with children for more serious misdemeanours. The Headteacher (and Deputy Headteacher in their absence) have the responsibility to make decisions about Internal Exclusions, Suspensions and Exclusions.

### **How do we reward children at Locks Heath Junior School for displaying our agreed values?**

During transition activities, and at the beginning of a new year, each class will have discussion about the importance of respect and developing the 7 learning habits, supported by *Learning to Learn* resources and related Jigsaw activities. As part of these discussions, the class will collaboratively write a Class Charter

that includes rules and expectations that is in line with the whole school ethos. At this time, the whole school system of reward and sanctions will also be shared.

Respect umbrellas are displayed in each classroom. Children earn their place onto the respect umbrella by displaying respectful behaviours and the learning to learn attitudes. When moving a child's photograph or name on to a section of the umbrella the adult should accompany this with descriptive praise. Ideally, there should also be regular explanations as to why developing these habits will allow children to become positive learners and role models now and in the future. When this ethos is repeated regularly by the teacher, the children will come to value not just the short-term rewards but also the long-term intrinsic benefits of scholarship, self-awareness, kindness, respect and making a positive contribution to their school community. For example: '*By listening considering all your group's ideas you have shown great teamwork and this has helped everyone to stay focused, feel included, have fun and learn about \_\_\_\_\_ in so much depth. Contributing to a team is a skill that will serve you well throughout your life.*' Mini class plenaries and longer moments of reflection are used throughout the day to have these more detailed discussions.

### **Positive behaviour points**

Teachers can award positive behaviour points using the Arbor system, which automatically shares these with parents.

### **Learning to Learn Stickers, Emails and Certificates**

At the end of each day children in the Lower school, who earned their way onto the Respect Umbrella are given a corresponding sticker to wear home by their teacher. PERSEVERANCE, TEAMWORK, INDEPENDENCE, BRAVERY, IMAGINATION, REFLECTION or CURIOSITY can also be rewarded with a Learning to Learn sticker. Class teachers make selections from the children receiving these stickers each week to be put forward for a Learning to Learn certificate in Friday's Celebration assembly. A particular Learning to Learn value is in focus each week. There are several weeks where the overarching value of RESPECT is in focus.

### **Star of the Day**

Class teachers nominate a child in their class who has completed a piece of work to a personal high standard. This could also be awarded for someone working on an aspect of their behaviour who has stood out e.g. ignoring distractions, being brave enough to try something challenging or choosing appropriate response when angry.

### **Class Rewards**

Where class teachers are working on a particular behaviour objective with their class, they can set up a class reward scheme such as a Marble Jar, whereby the class work towards a collective reward in response to displaying positive behaviours in relation to the objective.

### **What consequences do children have if they have chosen not to display positive behaviours?**

Staff at Locks Heath Junior School are expected to ensure lessons and recreational times are engaging and represent the right level of challenge for children. They should endeavour to minimise frustrations that might lead to misbehaviour through thorough and careful planning. This is a pre-requisite to ensuring pupils adhere to expected standards. If despite this, a child makes an inappropriate choice often a raised eyebrow or a disapproving look is enough for the child to amend their behaviour. Staff at this point need to consider what the child is trying to communicate with the behaviour and respond if possible. For example, a child who is tapping a ruler on a table in class may be communicating that they are bored in which case the teacher would respond by giving a more challenging task or they might be communicating frustration and so the teacher may respond by giving support. This requires an investment by teachers and other staff in the relationships with their pupils so that they can correctly interpret the message and therefore act in the way that is most likely to be effective and thus resolve the behaviour. However, if the child continues to behave in an inappropriate way, a hierarchy of consequences is used at Locks Heath Junior School,

whereby the severity of the consequence rises with the severity and frequency of the misbehaviour. See table on p7-8. Following the hierarchy of consequences may not be appropriate in certain cases. For example, if a child's action is serious or significant it is sometimes more appropriate to jump straight to a higher consequence.

### **Communicating with Parents and Carers when behaviour choices have been negative**

Locks Heath Junior School recognises that the partnership between home and school can be critical in both managing and modifying pupil behaviour over time. Communicating with parents is best done face-to-face or with a phone call, but emails can be used as a last resort. It is the class teacher, who should communicate with the parent/carer, if a child is repeatedly displaying low-level behaviours either in class or during recreation time. A simple system should be adopted for more regular communication between home and school until the behaviour has improved or for a period of six weeks whichever is sooner. The frequency and nature of the communication will depend upon the level of concern and what would be both useful and practical in achieving the goal. If no improvement is seen after 6 weeks or the behaviour has escalated, a further meeting should be put in place with the Year Leader, Class teacher (and where appropriate SENDco) and Parents/Carers. At this meeting, those present should look at patterns in behaviour; consider minimising triggers; and consider if any additional interventions are necessary. Systems for communicating between home and school can be continued or tweaked so that they become more effective. In some cases, this might also involve a member of the Leadership team regularly checking in with a pupil for example a report card, seen by Leadership team daily and sent home weekly. The outcome of this meeting will be a clear action plan, and a review put in place for 6 weeks subsequently.

With regards to a more serious single incident, communication will usually be between the Year leader and the parent/carer but might sometimes be a more senior member of staff. Ideally, this communication should take place before the child goes home on the day of the incident.

### **Communicating with Parents and Carers when a child has been adversely affected by a negative behaviour.**

In most cases, the class teacher reports to the parent of the child at the end of the school day. This would be in person, if the child's parents collect from the school site or by telephone if not. If a parent cannot be contacted in these ways an email would be used. The Year Leader can carry out this communication in the absence of the class teacher; if their involvement in the case means this is more appropriate; or in support of the class teacher. In some serious cases, where senior leaders have been involved in the investigation the senior leader may deem it more appropriate to contact the parent themselves.

### **Supporting the child who has been adversely affected by a negative behaviour.**

Care should be taken by the investigating adults (and the adults in school who know the child best) to ascertain to what extent the child has been adversely affected. If First Aid is required, this should be the priority. However, acknowledging the emotional needs of the child should be a priority second only to this. This might simply be a case of offering reassurance and having trusted adults check in with the child later in the day and the following day. In some, more serious cases, additional emotional support may be necessary; and this should be discussed and recorded at the next Inclusion meeting. The leader investigating the incident should consider whether the incident is isolated or whether it could be part of ongoing bullying, referring to the Anti-bullying Policy as appropriate.

## Behaviour Consequences

We do not use the term 'punishment' at Locks Heath Junior School. Children are taught that all actions have consequences. Children are taught to reflect on the actual consequences of their action. E.g. somebody feeling hurt, damage etc... Ideally the child should attempt to make reparation for the hurt or damage caused by their behaviours. This might be a verbal apology a sorry card, tidying up a mess, repairing damaged property etc... This can happen once the child is entirely calm. The amount of time de-escalation takes varies from child to child and adults dealing with behaviours should be mindful of this. The reflection will usually take during the child's recreation time. **The following table gives staff a guide to refer to when making decisions about consequences.** It should be noted that where a child has an Individual Behaviour Management Plan, and in particular where the school is following the guidance of Primary Behaviour Support or Special School Outreach, **consequences might deviate** from those suggested within the table.

Step	Examples of Behaviours	Response or Consequence	Restoration	Reporting and recording
0	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Silly behaviour</li> <li>• Low level reaction to provocation</li> <li>• Jumping in puddles</li> </ul>	<b>Non- Verbal Acknowledgment –</b> Raised eyebrow – look, gesture e.g. non- threatening finger/hand showing 'stop' / praise for other children in close proximity making positive choices.	<ul style="list-style-type: none"> <li>• Saying sorry</li> <li>• sorry card</li> <li>• Tidying up</li> </ul>	No need to record, unless regularly repeated over time.
	<ul style="list-style-type: none"> <li>• Continuation of above</li> <li>• Throwing, pushing past, swinging a bag dangerously – no hurt or intent to hurt</li> </ul>	<b>Verbal reminder –</b> Reminder of behaviour expectations – descriptive, where possible 1~1.		
	<ul style="list-style-type: none"> <li>• Escalation or continuation of above</li> <li>• Rough play (without deliberate hurt)</li> <li>• Rude behaviours</li> </ul>	<b>Verbal warning –</b> explicit		
1	<ul style="list-style-type: none"> <li>• Escalation or continuation of above</li> <li>• Mean behaviours (intent)</li> <li>• Rough play more severe.</li> <li>• Swearing</li> <li>• Minor infringement of a boundary</li> </ul>	<b>Brief Change of Location –</b> move child within the classroom away from trigger or to aid concentration, stand in close proximity to supervising adult, sit out of PE/swimming lesson.  LS – 5 minutes US – 10 minutes	Teacher to hold brief reflective/restorative conversation with child during recreation time. <ul style="list-style-type: none"> <li>• Saying sorry</li> <li>• sorry card</li> <li>• Tidying up</li> </ul>	If response taken by staff other than class teacher this must be reported to the class teacher.  Record in Class Behaviour folder  If 2 repeated incidents in one week, child to be seen by Year Leader/Assistant Headteacher
1	<ul style="list-style-type: none"> <li>• Near miss</li> <li>• Small hurt without intent on hurt</li> <li>• Derogatory language including sexualised language and gestures (one off)</li> <li>• Taking or damaging property belonging to another (could be higher depending on severity)</li> <li>• Leaving the classroom without permission</li> <li>• Ignoring adult instructions (work, boundary...)</li> </ul>	<b>Change of Location</b> Child moved to a different classroom (usually year leaders, but in some cases maybe an alternative classroom or leadership office).  If Lunchtime – to nominated Lunchtime supervisor  LS – Up to 30 minutes or the remainder of the lesson/breaktime whichever is less. US – Up to 1 hour or the remainder of the lesson/breaktime, whichever is less.	Teacher to hold reflective/restorative conversation with child during recreation time. Use reflection recording sheet. <ul style="list-style-type: none"> <li>• Saying sorry</li> <li>• Removing Graffiti</li> <li>• Repairing a damaged book</li> </ul> LS – Suggested 8 minutes US – Suggested 15 minutes	If response taken by staff other than class teacher this must be reported to the class teacher.  Record in Class Behaviour Folder  Class teacher to telephone parent with main custody. Parental response recorded in Behaviour folder.

2	<ul style="list-style-type: none"> <li>Ignoring instructions that potentially endangered self or others (lower level)</li> <li>Causing minor hurt (physical or emotional) as a result of some provocation.</li> </ul>	<p><b>Year Leader Consequence</b></p> <p>Lunchtime consequence with a School Leader during recreation time. This can be additional to class move as per step 5 – if appropriate.</p> <p>LS – 15-20 minutes (suggested) US – 20-30 minutes (suggested)</p>	<p>Year Leader to hold reflective conversation – child to record on reflection sheet</p> <ul style="list-style-type: none"> <li>Writing a sorry letter</li> </ul>	<p>Must be recorded on CPOMS and assigned to Year leader (3&amp;6/AHT 4&amp;5).</p> <p>CT to contact parents of perpetrator and record response on CPOMS 'Behaviour'.</p> <p>On duty leader (Consequence Corner) to record consequence and any useful reflections as an action on CPOMS and Close.</p> <p>Class teacher to speak to/ console any injured party and ensure they are aware of consequence for perpetrator.</p> <p>Class teacher and/or Year Leader/AHT to discuss perpetrators actions and consequence with parent.</p>
3	<ul style="list-style-type: none"> <li>Bullying behaviours</li> <li>Repeated derogatory language</li> <li>Ignoring instructions and endangering self or others (higher level)</li> <li>Deliberate and significant hurt (unequal to any provocation)</li> <li>Deliberate and significant damage to school property.</li> <li>Absconding from the school site.</li> </ul>	<p><b>Senior Leader Consequence</b></p> <p>Lunchtime consequence with Senior Leader.</p> <p>LS – 40 minutes (suggested) US – 60 minutes (suggested)</p>	<p>Senior Leader to hold reflective conversation with child – child to record on reflection sheet.</p> <ul style="list-style-type: none"> <li>Consideration of dangers</li> <li>Conversation with parent regarding contribution towards cost of replacement/ repair</li> </ul>	<p>Must be recorded on CPOMS and assigned Year leader (3&amp;6/AHT 4&amp;5).</p> <p>On duty senior leader (Consequence Corner) to record consequence and any useful reflections as an action on CPOMS and Close.</p> <p>Year Leader to contact parents of perpetrator and record response on CPOMS.</p> <p>Year Leader to speak to console any injured party and ensure they are aware of consequence for perpetrator.</p>
4	<ul style="list-style-type: none"> <li>Unprovoked Deliberate and significant hurt.</li> <li>Persistent disruption.</li> <li>Significant sexualised language and gestures</li> <li>Significant violence</li> </ul>	<p><b>Internal Exclusion</b></p> <p>Between 1 and 3 sessions working in either Leadership Office or Inclusion Office and 2 missed breaks and lunches.</p> <p>Welfare considerations: rest breaks/ fresh air at alternative times.</p>		<p>Must be recorded on CPOMS and assigned Year leader.</p> <p>Senior Leader to record actions on Arbor and close when consequence complete.</p> <p>Senior Leader to contact parents of perpetrator and record response on CPOMS.</p>
5	<ul style="list-style-type: none"> <li>Significant aggression.</li> <li>Significant and persistent bullying</li> <li>Deliberate and significant damage to school property.</li> </ul>	<p><b>Suspension</b></p> <p>– refer to HCC Exclusion guidance</p>		<p>Senior Leader to speak to console any injured party and ensure they are aware of consequence for perpetrator.</p>
5	<ul style="list-style-type: none"> <li>Bringing a weapon, alcohol, or drugs onto the school property</li> </ul>	<p><b>Permanent Exclusion</b></p> <p>- refer to HCC Exclusion guidance</p>	<p><i>*Severity of consequence will depend upon severity of behaviour, the level of pre-determination, child's special needs, any mitigating circumstances, frequency and severity of child's previous behaviours.</i></p>	

## **Communicating Consequences with a person who has been adversely affected by negative behaviour.**

It is important that any person who has been adversely affected by negative behaviour, feels a sense of justice. It is also important for any person behaving inappropriately to recognise and understand the consequences of their actions on others. Therefore, the adult who has given a consequence to a child, should make efforts to ensure that any person who was adversely affected by the behaviour leading to the consequence, receives an apology (written or verbal) and is aware of any consequence given. This should ideally happen on the same day as the incident. That said, it is recognised that children with ASD tendencies can find apologising particularly difficult. Adults working with these children will need to carefully manage the expectations of other adults and children in relation to this.

## **Exclusions and Suspensions**

For serious incidents, or for repeated incidents of unacceptable behaviour, the Headteacher or Deputy Headteacher may take the decision to impose a Suspension or Exclusion. Suspensions are for a fixed term and Exclusions are permanent. In such cases, the decision would be made in reference to the school's documentation (see Appendix 2); [Exclusion Guidance for Hampshire Schools, Autumn 2015](#), which is available on the Hantsweb Intranet; and the latest DfE Guidance on Exclusions. Refer also to LHJS

## **PERSONALISED BEHAVIOUR INTERVENTION**

*'Don't catch them being good, catch them being better.'*

At any one time there may be a very small minority of children at Locks Heath Junior School who require additional support with their behaviour. These children are very likely to be named on the Special Needs Register and have social and emotional needs. These children's behaviours will certainly be a way of the child communicating a message to the adults around them, whether it be conscious or unconscious, possibly because they have not learnt or unable to express their message in another way. These children should be treated as vulnerable rather than troublesome and we encourage all adults to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour rather than the behaviour itself. Supportive and trusting relationships between these children and a few trusted adults is critical in ensuring positive outcomes. It is imperative for adults to recognise these children's behaviours in these terms and to spend time unpicking incidents so that the child and adults can learn from it. It is also important when unpicking individual incidents that adults track back to find the trigger and consider the impact that this will have had on the child. It is imperative that adults learn from every incident with these children, including how to minimise triggers, or prepare children in advance if triggers are unavoidable. These children will have an Individual Behaviour Management Plan and it is important that all adults and children understand that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) and therefore it may not be appropriate to treat them in exactly the same way as other pupils. Additional support may include:

- The use of distraction and de-escalation techniques;
- Emotional Literacy Support to help the child recognise and be able to articulate their feelings appropriately;
- a recognition that tasks and instructions might need to be in smaller chunks;
- more regular extrinsic rewards (Computer time, adult attention, stickers etc...)
- Esteem building activities;
- Additional adult supervision;
- Removal or reduction in specific triggers;

Sometimes as part of a package of measures physical intervention may be necessary to keep the child safe and others safe. If staff feel physical intervention is necessary, they will discuss this with parents and this measure will be written into the child's Individual Behaviour Protocol.

The school may refer these children to the Primary Behaviour Support Team (PBS) for further advice and support, or in the case of a child with an Education and Health Care Plan, advice may be sought from outreach services of Special schools. If advice from a special school or PBS runs counter to the school behaviour policy, consideration will be given as how to align the approaches. The school may also refer to specialist organisations and charities, particularly when parents have requested this. However, where the approach suggested is not aligned to the whole school approach or is likely to be to the detriment of other children's education, the school may advise parents that they will take a different approach to meeting the child's needs. Examples of Approaches the school has examined and are unlikely to follow can be found in appendix XXX

### **Recording, Reporting and Monitoring**

Class teachers keep a log of class-based behaviours at level 0-1. Where there is a concern about the nature or frequency of these behaviours, the class teacher and/or the Year leader will contact the parent for a discussion. Behaviours at level 2 and above will be recorded in more detail using the CPOM system. Non- emotive language should be used when completing an entry. Entries should be assigned to the Year leader and alerts sent to the class teacher. During the consequence time, the child should reflect on their behaviour. An example of a reflection log can be found in the appendices.

The HT monitors behaviour termly and reports on this to Year Leaders Every considering whether any trends or patterns can be extrapolated in relation to whole school data and in relation to children with specific needs. As a result of this, plans, protocols and procedures may be amended as appropriate. This maybe followed up by the Inclusion Team.

As part of the school's annual monitoring programme, behaviour in lessons will be monitored through lesson observations and learning walks. Behaviour at lunchtimes will be monitored through periodic checks. Child conferencing will take place to assess children's perception of behaviour in school, and parents will be asked for their opinions about behaviour.

## Residential Behaviour Agreement

### Principles

Locks Heath Junior School believes all children should have the opportunity to attend a residential visit during Key Stage 2. Staff volunteer to attend residential trips and the school's ability to provide such opportunities is only possible with the goodwill of staff. Behaviour that undermines the goodwill of staff and thus compromises future visits will not be tolerated.

The principles outlined in the school's Behaviour and Attitude Policy apply whilst on residential and this agreement should be read in conjunction with that policy. However, given the nature of some adventurous activities undertaken during a residential stay, the duration of time spent away from parents and ... additional rules and expectations are necessary to ensure the safety of children and staff and to ensure the reputation of the school is upheld.

### Rules

#### **1. Do not bring banned items with you on the residential (see list below) banned items**

Mobile phones and smart watches are not permitted to be in the possession of children on residential trips. These present a safeguarding risk on many counts and are not necessary. If you need to contact your child in an emergency, you can contact the centre direct. Likewise, if a member of staff feels your child would benefit from talking with you, they will call you.

Medicines are not permitted to be in the possession of children on residential trips. There is a procedure for entrusting any medication your child needs with a member of staff and these will be administered under supervision.

Sweets and other food items are not permitted to be in the possession of children on residential trips. Some children have allergies and intolerances.

Any item which could be used as a weapon are not permitted on residential. For example – a penknife, a pair of nail scissors, a craft knife, a razor. This list is not exhaustive.

Any item with the means of ignition is not permitted in children's possession on residential. For example, matches or a lighter.

Animals are not permitted in children's possession on residential. Children should not attempt to pack their pets in their luggage.

#### **2. Listening to instructions given by staff and follow these carefully.**

#### **3. Treat school and centre staff and volunteers with respect**

#### **4. Keeping within set boundaries.** (Boundaries will be explained on arrival at the centre and before each activity)

5. **Do not enter a bedroom other than own without explicit permission of a member of staff.**
  
6. **Reporting any breaches of the rules** to a member of staff immediately.

## **Consequences**

For minor behaviour breaches, staff on site will issue a consequence as soon as possible after the breach has occurred. These will be similar to those that would be applied in school e.g. a warning, a reflective conversation, a restorative conversation or action, sitting out of an activity for a short period of time or a loss of privilege.

For more serious breaches, continuous behaviour breaches and certainly where safety has been compromised; consequences could include: a further consequence with Headteacher on return to school), being sent home from the residential\*, being barred from attending future residential, being barred from other future activities.

\*this would involve the child being collected from the residential centre by a parent within 90 minutes of a phone call being made and the child returning to school immediately or if after hours on the following day.

## **Children with a Behaviour Protocol**

If your child is on the SEND register, they may well have a Behaviour Protocol that sets out adaptations and support provided for your child within the school setting. This should have been shared with you during parent meetings. If your child has a behaviour protocol, the school will undertake a Risk Assessment around their behaviours in relation to the residential visit.

Remember, in principle we want to ensure all children have the opportunity to attend a residential experience. The risk assessment will seek to identify what measures can be put in place to support your child and reduce the risk. These might include: use of a safe space, rest breaks, check-ins, additional adult supervision, some alternative activities, ear defenders etc...In some cases, it might be necessary to reduce the number of overnight stays or to opt for day activities only. In some cases, we ask for a parent or other close relative to attend alongside the child (DBS checks required). You will be invited into school to discuss the risk assessment 4-6 weeks in advance of the visit.

## **School Staff Responsibilities**

Treat children with respect and dignity and apply the Behaviour and Attitude Policy and Residential Behaviour Agreement fairly and consistently.

Make accurate records of behaviour incidents as soon as is practicable after the event.

Adhere to any adaptations for specific children as set out in individual risk assessments.

## **Parental Responsibilities**

Discuss the school's expectations for behaviour with your child.

Thoroughly check your child's luggage before the trip to ensure no banned items have been placed within.

Should you receive a phone call asking you to collect your child from the centre, please make arrangements to do this within 90minutes.

## Child's Responsibilities

Keep yourself and others safe.

Be respectful of staff, other children and property.

Follow the rules set out in this agreement.

Please sign below to show you agree with the principles set out in this document and with the responsibilities as outlined above.

Signed Name on behalf of LHJS

Signed  Name  parent or carer

Please sign below to show you promise to follow the rules as set out above during the residential visit and that you understand the potential consequences if you fail to do so.

Signed Name child





# Behaviour Reflection Log

Name:

Date:

How were you feeling at the time of the incident?



scared

annoyed

angry

sad

worried

bored

1. What did I do?

2. What were the reasons for this behaviour?

3. How did my behaviour affect others? Was anybody hurt emotionally or physically?

4. How could I act differently next time?

5. What help would you like from grown ups to help you make a better choice next time?

6. Do I need to apologise for my behaviour? If so, to who and why?

7. If you have time now what could you do to repair any damage or hurt?



<b>Class Teacher Behaviour Log Step 0-3</b>		
<b>Day:</b> <b>M Tu W Th F</b>	<b>Date:</b>	<b>Context:</b> e.g. weather, special day, supply teacher
8:40-9:00		
9:00-10:00		
10:00-11:00		
11:20-12:20		
1:20-2:20		
2:20-3:20		

# Perseverance

Embracing every challenge

Positively using failure

An "I can't do it yet!" attitude

Showing patience

Trying new strategies

Using resources effectively

Trial and error

Being flexible

Immersion in learning

Thinking rigorously and deeply

A passion to succeed

Self- belief



# Curiosity

A passionate interest in the wider world

Engaged in every detail of learning

A love of challenging questions

Researching in detail

Asking probing questions

Investigating different viewpoints

Trying new and innovative strategies.

Asking "How?" and "Why?"

Thinking deeply about big ideas.

Wondering "What if?"

Looking for connections

Awe and wonder



# Bravery

Struggling to succeed

Showing courage

Having a growth mindset

Prepared to push yourself

Passionately trying new things

Overcoming fears

Believing in your abilities

Sticking to your own beliefs

Standing up for yourself

Challenging others

Proud of your individuality



# Reflection

Looking back at the learning journey

Making links

Analysing effectiveness of strategies

Thinking critically about different viewpoints

Offering constructive feedback

Responding positively to tips from others

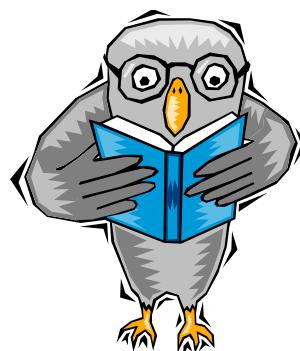
Understanding yourself as a learner

Thinking rigorously and methodically

Challenging your own ideas

Analysing information

Fact checking



# Independence

Showing initiative

Knowing when to seek help and when to work alone

Being absorbed in the task

Avoiding distractions

Teaching yourself a new skill

Selecting appropriate resources

Making a start even if you are unsure

Effective organisation of time

Understanding your own values

Standing up for what you believe

Appreciating your own uniqueness



# Teamwork

Ensuring everyone has an active role

Being self-aware

Valuing and respecting others

Adapting to different team dynamics

Working towards a common goal

Listening attentively

Respectfully challenging different viewpoints

Modelling positive behaviours

Sharing expertise

Learning by example

Inspiring one another

Showing empathy and understanding



# Imagination

Experimenting with new ideas

Being innovative

Exploring new strategies

Devising exciting questions

Embracing freedom

Creative thinking

Finding inspiration in the wider world

Making new links between ideas

Proud of your own inventions

Developing an individual style

Sparking curiosity in others

