



LLOYD WILLIAMSON  
FOUNDATION

**The**

# **Lloyd Williamson Schools Foundation**

## **Behaviour Policy**

**2021 - 2022**

## **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 and 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 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 (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

### **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 any playground or facility we use as such 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 may include:

- Positive comments and stickers
- Housepoints (lower school)
- Negative to Positive marbles in a jar
- Certificates and awards
- Merits (Upper school)
- An email to parents
- 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.
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 ETaims. This information will be *confidential and sensitive and will be treated as so at all times*.
3. Overall behaviour will be explored in 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. This should always be reported to Lucy.
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. Marbles in jars (lower school as adopted by teachers but not whole school) – 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 Co-principal will be awarded when the positive jar is full and the negative jar is empty.
7. Merits / de-merits – to be awarded by staff in the upper school only. This replaces traditionally used housepoints. The tutor group with the highest level of merits / lowest

number of de-merits will be rewarded with a school trip of some kind at the end of the year.

## **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 leaving the room without the permission from a member of staff and the teacher's knowledge
5. Classrooms and Annexes to be kept tidy
6. Children will be expected to actively listen and engage with members of staff in all lessons and remain on task

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 by stepping aside
4. Be aware of other classes and be considerate
5. Whole groups of lower school children to be accompanied around the school by a member of staff

Morning Breaktime:

1. No rough / fighting games or games involving throwing (inside)
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. Teachers on duty to be punctual
4. Children to use a knife and fork appropriately

Wet Breaktimes:

Inside rules apply.

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, 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

- **Time out** (effective use of this is when one minute per age in years of the child is used) in the playground – 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.
- **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

- **De-Merits (individual and whole class)**
- **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, 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, PSHE and assemblies. Reviews will take place on a regular basis or as necessary in Staff Meetings. The School Council will be consulted also.

**Updated 12<sup>th</sup> November 2021**

**Date for Review: September 2022**

**Lucy Meyer**  
**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