



Annour Lebanese Community School

Annour Lebanese Community School Behaviour Policy

ANNOUR LCS BEHAVIOUR POLICY

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1 Aims of this policy

Every member of the Annour Lebanese Community School should feel valued and respected. We should all treat each other fairly and well. The main purpose of this behaviour policy is to emphasise the importance of good relationships in helping everyone in the Annour community to flourish.

We are a caring community, with values built on mutual trust, kindness and respect for all. The school has number of simple rules which are set out in this document. This behaviour policy applies to all members of the school – teaching staff, support staff, pupils and parents/carers – as we recognise the importance of working together to promote a safe, happy, learning environment.

The school aims to treat all children fairly, and staff will apply this behaviour policy in a consistent way. An effective behaviour policy, fairly implemented, will help children learn and grow in a secure environment, and to become positive, responsible and increasingly independent members of the school community.

2 Annour LCS promotes positive behaviour

The Golden Rules

There are four golden rules at Annour LCS . They are displayed in each classroom. They are revisited with the children at the beginning of each lesson and at other times when necessary.

THE ANNOUR LCS GOLDEN RULES

- ✓ We are kind and respectful to everyone.
- ✓ We are ready to learn and to do our best.
- ✓ We tell the truth, even when it is hard.
- ✓ We keep ourselves, others and our school safe.

Annour LCS expects all children to know, understand and follow the school rules to ensure a safe and positive learning environment.

Class Promises

Class promises are decided upon by the children within a class group with the help of their teachers and support staff. They are intended to be guidelines for age-appropriate behaviour and expectations that the children and adults wish to see in their classroom.

3 We praise and reward children for good behaviour

The Headteacher actively encourages staff members to send children to him to be praised for good behaviour, improved attitudes to learning, and outstanding achievement.

Foundation Stage

In Foundation Stage:

- ✓ Staff meet weekly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children.
- ✓ Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about the Golden Rules and what sort of behaviour is appropriate at school
- ✓ At playtime and free flow sessions the children are reminded about the expectations for behaviour while they are playing, and they are praised for behaving well.

Key Stages 1/2

In KS1, we reward pupils for consistently following the school rules by:

- ✓ Praising individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Giving positive feedback (written or verbal) in pupils' work books.
- ✓ Displaying their names for example on the Shooting Star and sending home a Good News certificate when they persistently achieve their learning goals, show exceptional kindness to others, or show exemplary behaviour and attitudes to learning and friendship.
- ✓ Sharing positive achievements with parents/carers, and on school website or social media platforms.

Key Stage3

In years 6/7 we reward pupils for consistently following the school rules by:

- ✓ Praising individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Giving positive feedback (written or verbal) in pupils' work books.
- ✓ Awarding Positive points for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.
- ✓ Offering a period of choosing time when 10 positive points have been awarded.
- ✓ Sharing positive achievements with parents/carers.
- ✓ Sharing work with other adults at school, and on school website or social media platforms.
- ✓ Awarding Star of the Week certificates at the end of each month.

Key Stage 4

In years 8/9 we reward pupils for consistently following the school rules by:

- Praise individuals or one team for the positive attitudes, achievements and behaviours they offer in all areas of school life.
- Giving positive feedback (written or verbal) in pupils' books and books.
- Give positive points to positive attitudes and behaviours, and reach learning goals.
- Share positive achievements with parents, and on school website or social media platforms.
- Sharing work with other adults at school.

NB. Specific strategies for rewarding positive behaviour are subject to change.

4 We encourage children to be self-aware

Zones of Regulation

The school adopts the principles of Zones of Regulation and supports all children to be ready to learn.

There are four zones:

- ✓ **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- ✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- ✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- ✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The children learn to identify the emotions and behaviour within each zone and are taught how to regulate themselves using different strategies. There are Zones of Regulation areas in every classroom where a child may be placed to reflect on his/her behaviour and/or complete different activities to help get them back into the Green Zone.

5 We address poor behaviour

Foundation Stage

- ❖ Staff meet weekly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children.
- ❖ Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about what behaviour is appropriate at school
- ❖ During each lesson children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the poor behaviour continues then they may be sent sit on another designated seat in Foundation Stage
- ❖ Any aggressive behaviour results in a child being sent immediately to 'time out'. If poor behaviour continues after that they will be sent to see one of the SLT . They may spend time out in another classroom or be taken to see the Headteacher.
- ❖ Staff will bring any concerns regarding a child's behaviour to the swift attention of parents or carers. An individual behaviour support programme may also be arranged in consultation with SLTs and Parents.

Key Stage 1/2/3

If a pupil does not follow school rules there are several steps the school takes. If the pupil would benefit from using one of the Zones of Regulation tools the teachers will support them to do so.

- ❖ **Step 1-** The pupil will receive a **reminder** from the class teacher/adult and given a positive target on how to make a good choice. i.e. *Remember to take your turn when speaking so that everyone has a chance to share.*
- ❖ **Step 2-** The pupil will receive a **warning** that their name will be moved to the Cloud. i.e. *You have been calling out and not taking your turn. This is your warning. You must take your turn, or your name will be moved to the Cloud or yellow zone.*

- ❖ **Step 3-** The pupil's name is moved to the Cloud and he/she has five minutes of 'time out'. *I have moved your name to the Cloud or yellow zone because you were not making good choices about your behaviour. If the student's behaviour changes, his name will be returned to the Green Zone at the end of the lesson.*
- ❖ **Step 4-** If the student continues to behave badly, his name is transferred to the red zone, which means that he has exhausted all opportunities. At this stage the student loses the "time" of the next play. This procedure is recorded in the behaviour records book and parents are notified at the end of the day.
- ❖ **Step 5 -** After reaching the red zone and continuing negative behaviour, the SLT is called and the student is transferred to the isolation room where he spends the rest of his day and is given the opportunity to write (a statement) about what he has done and to think carefully.
- ❖ **Step 6-**The pupil and class teacher meet with the *behavioural intervention lead* and together they make a behaviour target. This action is logged in the record book and parents/carers are informed. The pupil's behaviour is monitored for a number of days and the class teacher gives feedback to the pupil and the parent/carer on whether or not they have met their behaviour target.
- ❖ If the behaviour of the pupil persistently breaches the school's behaviour policy, the school will follow the steps in the **Serious or Persistent Negative Behaviour** section of this policy.

6 We address serious or persistent negative behaviour

Our rules, rewards and sanctions work for the majority of children for most of the time, helping them develop good attitudes and keep to acceptable standards of behaviour. In rare instances, a child may have barriers that make it harder for them to follow our school rules all the time.

Examples of this sort of behaviour include:

- ❖ **Physical force:** hitting, pushing with considerable force, scratching, biting, kicking, punching, grabbing
- ❖ **Verbal abuse:** swearing, screaming, rudeness, threatening language, racist, sexist or homophobic remarks, name calling, teasing, shouting
- ❖ **Refusal to follow safety instructions from staff:** walking or running away, hiding or climbing
- ❖ **Non- verbal negative body language**
- ❖ **Persistent or repeated** (three or more incidences within a 10-day period) answering back or non-compliance with ordinary instruction from staff

When a child's behaviour is deemed by staff to be serious or persistently negative the following procedure is followed.

- ❖ **Step 1 - Reflection**
Years 1-7 – The child will be sent to do immediate reflection with Headteacher or with one of the SLT where his/her behaviour is discussed, responsibility taken, and apologies made. The pupil misses 15 minutes of his/her next playtime to complete a Positive Behaviour pledge. A letter is sent home and a meeting with parents/carers is arranged to agree the Positive Behaviour pledge.
- ❖ **Step 2 – On Report**

More than one Reflection stage will result in the pupil being placed On Report. They will also be monitored in the playground if behaviour is playtime based. Parents will be informed. When a pupil is placed On Report he/she must follow all of the school rules to meet the OnReport target. The class teacher logs positive behaviour by the pupil and the Headteacher reviews progress Weekly. If positive behaviour is noted for three consecutive weeks, the pupil is considered no longer to be On Report.

❖ **Step 3 – internal/ Fixed-term or permanent exclusion**

Repeated breach of the school's rules or any type of extreme behaviour which results in the harm of themselves and/or others may result in a pupil receiving a fixed-term or permanent exclusion.

Internal/ Temporary and Permanent Exclusions

We do not wish to exclude any pupil from the school, but in extreme circumstances this may be necessary. Therefore, when all reasonable strategies have been tried and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school to consider.

An exclusion will be made if:

- ❖ A student continued to exhibit negative behaviours despite being referred to the wired report for weeks in a row.
- ❖ A pupil seriously assaults other children or staff.
- ❖ A pupil repeatedly breaches the school rules in a series of incidents.
- ❖ A pupil commits a serious breach of the rules in a single incident.
- ❖ Separate exclusions from playtimes will also be considered if children are repeatedly breaching the Playtime Expectations part of this policy.

Internal exclusion

Internal exclusion entails sending the student to the isolation room where he spends his day. The student is monitored by the isolation room observer and is asked to complete his or her school work alone. His conduct will be monitored for two consecutive weeks. If he does not respond and behaviour is not improved, he or she will be transferred to temporary or permanent exclusion.

Temporary exclusions

A temporary exclusion consists of a specified amount of time within the school year. This may be a week or few weeks. The amount of time will be decided by the Headteacher or, in his absence, the SLT team.

The Headteacher may also convert a temporary exclusion to a permanent exclusion if the circumstances warrant this. Any decision of permanent exclusion will only be made in consultation with the SLT.

Permanent exclusions

For repeated or very serious acts of anti-social behaviour, the Headteacher has the right to permanently exclude a pupil. Such action is only taken after very careful consideration.

In all cases of exclusion, the parents/carers are informed immediately and given the reasons for the exclusion. Parents will be informed in writing of their rights and the school's obligations for all exclusions. *In case of any permanent exclusion school fees will **not** be refunded.*

7 We expect children to behave well in the playground

It is important that all our pupils can have fun, play, make friends and keep safe at playtimes. Midday Meal Supervisors are responsible for rewarding good behaviour, monitoring poor behaviour and implementing this part of this policy. The Midday Meal Supervisor Leader is responsible for reporting any problems to the School's Leadership Team.

Annour LCS expects everyone to:

- ✓ Show kindness to others in words, deeds and actions
- ✓ Be respectful towards their own and others' property
- ✓ Follow instructions from adults and when the playtime bell rings to **STOP LOOK LISTEN**
- ✓ *Head towards classroom straightaway after break, with no more than 3 mins late.*

We monitor poor behaviour in our playgrounds

Foundation Stage

- ❖ Any concerns are reported to the class teacher and recorded in the behaviour log by Midday Meal Supervisors. This log details the incidents, responses and any actions taken
- ❖ The behaviour log (and the accident log) is shared by staff at the end of the day so that appropriate strategies can be agreed
- ❖ Persistent concerns or emergent behaviour patterns are monitored by staff at their weekly planning meetings

KS1/2 and KS3

- ✓ Expectations for good playground behaviour are made very clear to all staff and children.
- ✓ Children are reminded about how to use each playground area and the equipment. Staff on duty warn children verbally if their behaviour is inappropriate.
- ✓ Any child in KS2/KS3 is more than 3 mins late to class with no written note from an adult, will be given a warning.
- ❖ If a child receives a second warning about their behaviour, then they are asked to shadow the member of staff for five minutes. If inappropriate behaviour continues the child will be taken to the timeout area for five minutes.
- ❖ Any serious incidents such as aggressive behaviour, physical or verbal, will be dealt with by the Headteacher or the SLT.
- ❖ Staff will be made aware if any individual child is having trouble in controlling their behaviour or are following an individual behaviour plan. Supervisors write up any concerns from that day's playtime.

8 The Role of the Leadership Team

- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school by setting standards for behaviour.
- It is the responsibility of the behaviour intervention lead to implement this behaviour policy consistently throughout the school, and to report to head, when requested, on the effectiveness of the policy.
- The behaviour intervention lead supports all staff in implementing this policy to the highest standards.
- The behaviour intervention lead keeps records of all reported serious incidents of misbehaviour including bullying and racism.
- The Headteacher has the responsibility for imposing fixed-term exclusions on individual children for serious acts of misbehaviour. This takes place at a SLT agreement

- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

9 The Role of Teachers and Support staff

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of classroom and playground behaviour, and they strive to ensure that all children work to the best of their ability and treat each other well.
- The class teachers are role models for the children and they must treat each child fairly and consistently.
- The teachers treat all children in their classes with respect and understanding.
- Class teachers report regularly to parents and carers about the progress of each child in line with the whole-school policy. However, the class teacher may also contact parents to make them aware of repeated low level negative behaviour by their child, such as calling out or disrupting the class.
- The class teacher keeps a record of all incidents of poor behaviour in class. In the first instance, the class teacher will deal with these incidents themselves. However, if the child continues to misbehave, the class teacher will seek advice from the Phase Leader, then the Deputy Headteacher and if necessary the Headteacher.
- If there are growing concerns about the behaviour or welfare of a child, the teacher will refer the matter straight away to the Headteacher.
- All meetings with parents are logged.
- Support staff provide a positive model of behaviour and ensure high expectations are made explicit to the children. They inform class teachers of any negative behaviour.

10 The Role of Parents and Carers

- Parents and Carers are invited to sign a Home School Agreement when enrolling their child at the school.
- Parents are expected to adhere to the Home School Agreement and support the actions of the school. This includes any sanctions given by the school for poor behaviour. Any queries regarding sanctions must be addressed firstly to the class teacher, then to the behavioural intervention lead and Headteacher.
- We expect parents and carers to collaborate actively with the school, so that children receive consistent messages about how to behave at school and at home.
- We expect parents and carers to support their child's learning and to cooperate with the school as much as possible.

MONITORING

This policy will be reviewed every year.

Reviewer: Leadership team.

Date: April 2020

Review date: April 2021