

Lowe's Wong Anglican Methodist Junior School

Behaviour policy and statement of behaviour principles



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Review May 2025

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our School Values and Our School Rules

Our School Values

Our core value is '**Love**' and all other values are based on this

Forgiveness

Try to forgive others if they've done something wrong.

Honesty

Tell the truth and own up to our mistakes.

Thankfulness

Be thankful for what we have. Remember that some people are not as fortunate as us.

Perseverance

Aim high, try our best, never give up, never lose hope.

Respect

Value other people's opinions and treat others how we would like to be treated.

Kindness

Be friendly, generous and considerate towards others and our world.

Our School Rules

Always respect everybody and everything.

Always be polite and considerate.

Always try your best.

Always listen carefully and wait
your turn.

Always keep yourself and
others safe!

In addition to these shared school rules, pupils are expected to wear the correct uniform at all times and to refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

4. Definitions

We believe that, 'Everyone at Lowe's Wong Anglican Methodist Junior School is expected to take responsibility for their learning and to have respect for themselves and others.' Our values of 'kindness', 'respect', 'honesty' and 'forgiveness' support our work on developing thoughtful, tolerant, society ready individuals. The following definitions are intended to guide our practice.

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. As set out in our child friendly ‘Good Behaviour Guide’:

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching <i>NB this is not in our child friendly 'Good Behaviour Guide' but is covered at an appropriate age through our use of the Jigsaw Scheme for RSHE.</i>
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils

- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on Scholarpack (our online system)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Mobile phones

Children in Year 6 may bring a mobile phone to school with their parents permission and only in order to provide communication before their arrival at school and for their communication on their way home.

Phones must be turned off and kept in the child's bag. The school will take no responsibility for loss or damage whilst they are in school.

7. Responding to behaviour

As a school we have high expectations of pupils and staff. Staff are role models of behaviour and praise is used to reflect good behaviour observed. We use a number of strategies to reward good behaviour (see 7.3) and equally have a consistent approach to sanctions (see 7.4)

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed school rules and their own classroom rules where they wish to do so
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour (see 7.3)
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption (see 7.4)
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information; this can be found on our school website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal / Shared praise

- Stickers in books
- House points
- Star of the Week
- Chance Cards
- Postcards or phone calls home to parents
- Whole-class or year group rewards, e.g. use of the scooters

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning and a reminder of the expectations of behaviour
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Expecting work to be completed at home, or at break or lunchtime
- Parents/Carers invited in to discuss behaviour
- Letters or phone calls home to parents
- Putting a pupil 'on report' / agreeing a behaviour contract
- We may send pupils to a peer classroom in response to serious or persistent breaches of this policy. Pupils will be expected to complete the same work as they would in their own class.
- Loss of privileges – for instance, the loss of a prized responsibility
- Removal of the pupil from the classroom

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy (in his absence) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

The teaching staff have been authorised by the headteacher to give pupils detentions.

Pupils can be issued with detentions during break, lunch or after school.

The school will decide whether it is necessary to inform the pupil's parents/carers - but will always do so if the detention is to take place after school

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

- › Prevent the pupil from getting home safely
- › Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be moved to a peer classroom or to the Headteachers office. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Allocated time with Brighter Futures Coach
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom on Scholarpack, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with a named member of support staff
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed termly by the Headteacher.

The data will be analysed from a variety of perspectives including:

- › At school level

- › By age group
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Pupils and Curriculum committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pupils and Curriculum Committee annually.

14. Links with other policies

This behaviour policy is linked to our 'Child protection and safeguarding policy', including Child on Child Abuse Policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Pupils and Curriculum Committee annually.

Our Good Behaviour Agreement

Lowe's Wong Anglican Methodist Junior School



Our Passport To A Happy School

Name

**Everyone at
Lowe's Wong Junior
School is expected to
take responsibility for
their learning and to
have respect for
themselves and others.**



Our School Values

Our core value is **'Love'** and all other values are based on this

Forgiveness

Try to forgive others if they've done something wrong.

Honesty

Tell the truth and own up to our mistakes.

Thankfulness

Be thankful for what we have. Remember that some people are not as fortunate as us.

Perseverance

Aim high, try our best, never give up, never lose hope.

Respect

Value other people's opinions and treat others how we would like to be treated.

Kindness

Be friendly, generous and considerate towards others and our world.

Our School Rules

Always respect everybody and everything.

Always be polite and considerate.

Always try your best.

Always listen carefully and wait your turn.

Always keep yourself and others safe!



This is what our School Rules mean:

Always respect everybody and everything:

- Look after each other.
- Take care with your own and other people's property.
- Always tidy up.
- Keep the school litter free.

Always be polite and considerate:

- Be aware of other people's feelings.
- Speak gently to others.
- Allow others to work peacefully.
- Remember to say please and thank you.
- Hold the doors for others to pass through.
- Be aware of others' physical space.
- Be helpful to everyone.
- Don't ask for House Points/Chance cards.

Always try your best:

- Even when things are difficult! (remember 'the pit')
- Have a go!

Always listen carefully and wait your turn:

- Take turns when speaking.
- Listen when being spoken to by others.
- Show patience.

Keep yourself and others safe:

- Always be responsible for your own behaviour.
- Always play in a friendly way.
- Always walk around school.
- Use toilets and cloakrooms in the proper way.
- Use all equipment safely.
- The outdoor classroom is for quiet activities.

Break Times

Thoughtful and considerate behaviour is expected at our school all the time.

This will ensure that everyone has an enjoyable time.

At playtimes there are activities to encourage positive play. We should all play together, with our friends and include everyone.

There are benches to sit on and talk. Our outdoor classroom is a place for quiet play / activities and reading with permission

Listen when the adult on duty gives instructions.



At **Lunchtime** we remember our table manners and do what we are asked by the midday supervisors.



We make sure that we follow
the rules at breaktimes:

We are polite and respectful to all adults and children.

We always use the toilets sensibly.

We never throw things that may hurt someone.

We always stay on school grounds.

If we break the rules we may have to stay inside during
lunchtime and see Mr Buckley or Mr Follen.



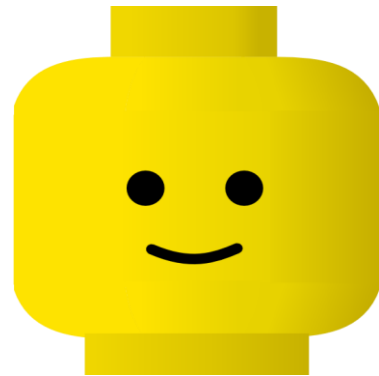


In Classrooms:

- Verbal praise
- Shared praise
- Written praise / stickers in books
- House Points (BTB's)
- Whole class reward systems

Around School

- Verbal praise
- House Points/Be The Best Tokens
- Star of the Week
- Chance Cards (at lunchtimes)



Anti-Bullying



We all agree that....
School needs to be a safe place in which each person is special and should be allowed to grow and develop in their own right.

Anyone or anything who deprives another of this will not be tolerated.

Bullying is.....

The repetitive, intentional harming of one person or group by another person or group.

Bullying can be....

Emotional: being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and Discriminatory (including racial, faith-based, gendered, homophobic, transphobic, disability based):

Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

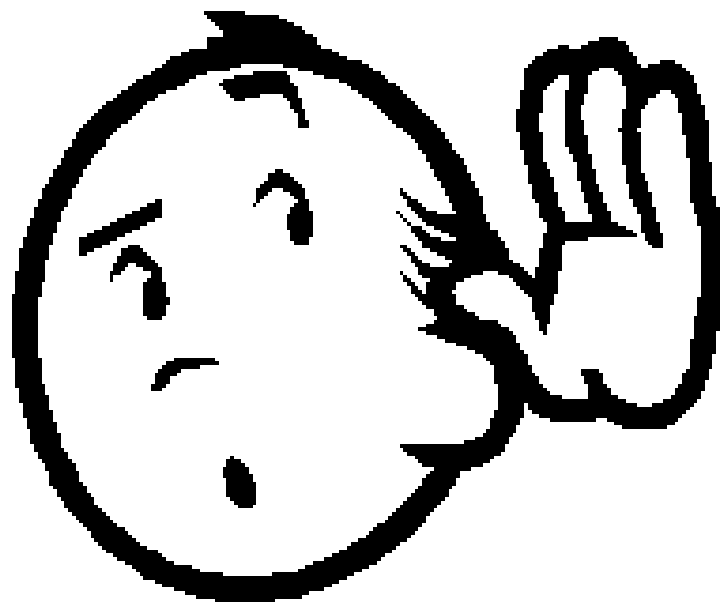
Verbal: Name-calling, sarcasm, spreading rumours, teasing

Cyberbullying: Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

If you think you are being bullied or if you think you've seen someone being bullied....

Talk to an adult you trust or use the worry box.

Share your problem with a friend, tell your parents.



Remember talking helps!

Consequences:

Where pupils use undesirable behaviour, the following will happen:

- A verbal warning;
- Loss of playtime;
- Be sent to another teacher;
- Be sent to Mr Buckley;
- Be sent to Mr Follen to explain your behaviour;
- Phone calls or letters home to parents;
- Parents/Carers are invited into school to discuss behaviour;
- A Report Card is introduced to monitor child's behaviour during each session of the school day including break and lunch times. This is a contract between home and school;
- Temporary loss of privileges – for instance School Councillor role or other role of responsibility.

If there is still no improvement:

- The Headteacher, Special Needs Co-ordinator and the Classteacher, will meet with parents/carers, to agree a way forward.
- If there is still no progress and behaviour does not improve this unacceptable behaviour may result in exclusion.

Exclusion

Exclusion is the very worst kind of punishment which will be used at Lowe's Wong Junior School and as such will be used only for the worst kinds of behaviour.

Exclusion means that a child has to stay away from school and do the work set by the teacher, but without any help or support from class teachers or any members of the class.

It is an expectation that this work will be completed before returning to school.

Parents/Carers are relied upon to explain again the seriousness of this punishment, making it absolutely clear that the behaviour leading to this punishment is intolerable and must never be repeated.

There are two kinds of exclusion:

Fixed Term

This means that a child is excluded for a fixed number of days.

Permanent

A child is excluded permanently from Lowe's Wong Junior School.

Governors

Members of the Governing Body will be involved in the procedures of any exclusion of five days or more, and sooner at the request of the parents.

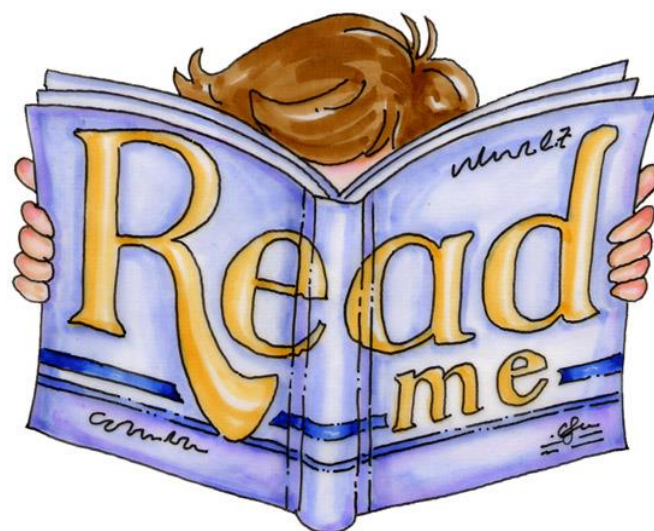
OUR HOME/SCHOOL AGREEMENT

AS A SCHOOL WE WILL:

- Provide a safe, caring and well-ordered environment.
- Value each child as an individual.
- Encourage pupils to work to the best of their ability.
- Develop children's independence by giving your child increasing responsibility for his/her own learning, behaviour and belongings.
- Make each pupil's education as meaningful and enjoyable as we can.
- Prepare your child to become a valued member of society.
- Promote kindness, courtesy and good manners.
- Recognise and reward success and achievement.
- Provide up to date information about your child's education and school activities.
- Meet with you at mutually convenient times to discuss progress, success and concerns.

WE EXPECT ALL PUPILS TO:

- Work as hard as they can and take pride in their work at school and at home.
- Be kind and helpful to others.
- Tell a grown-up if they are upset or unhappy.
- Try to be a reliable messenger between home and school.
- Set a good example to younger pupils by their words and actions.
- Arrive on time with the right clothing and equipment for the day at school.
- Try their best with their homework and complete it on time.
- Respect other people's belongings and school property.
- Be responsible for their belongings and for their actions in and around school.



WE ASK THAT PARENTS/CARERS WILL:

- Support Lowe's Wong Anglican Methodist Junior School in maintaining high standards in all areas.
- Ensure that your child arrives at school on time, appropriately dressed, equipped and ready to benefit from a day at school and is collected promptly at the end of the day.
- Inform the school about things which may affect your child's education or well being.
- Encourage your child to show good behaviour, politeness and respect for others and their property.
- Support and encourage your child with both schoolwork and homework.
- Share books and read regularly with your child.
- Attend parents' meetings either in person or online to discuss your child's progress.



Everyone in our school has played a part in producing our Good Behaviour Policy.

Children

Parents

Teachers

Governors

Office Staff

Teaching Assistants

Pupil Council

Let's work together to
make our school a
happy and caring place!

