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## Behaviour Policy

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction

Our values represent what we believe to be our absolute priorities both now and in the future. They are the qualities that resonate throughout all aspects of our education; they are our guiding principles, shaping our behaviours and decisions. This policy is guided by our School Values and Mission.

The purpose of the Behaviour Policy is to inform all stakeholders of how we ensure that children learn effectively and conduct themselves safely and appropriately at School.

Our approach empowers children to manage and regulate their own behaviour in a positive way, and is based around rights, responsibilities, and restoration. We support our children to consider the consequences of their choices in the context of what is fair and just and develop in them an understanding of how their behaviour affects others.

We emphasise praise, prevention, restoration, and repair as well as implementing immediate and proportional consequences where appropriate.

We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. As an inclusive school, we believe that it is our responsibility, as a community, to teach children how to restore and repair situations in a way that further improves future choices as well as the children's confidence, self-esteem and wellbeing.

Laxton Junior School prohibits corporal punishment during any activity, whether or not within school premises. This prohibition applies to all members of staff. Corporal punishment is not the same as 'physical intervention' which may be used at appropriate times and is detailed further in the policy.

### Aims

This policy aims to:

- Encourage children to develop positive behaviour for learning and relationships in recognition of its importance as a lifelong skill
- Provide a safe, happy, friendly, and caring environment which encourages each individual to achieve their own potential
- Provide a consistent approach to behaviour management
- Provide clear boundaries, predictable routines, and consequences
- Enable children to own and be accountable for their behaviour and understand that their choices impact themselves and others

- Enable staff to support children to understand, express and manage their thoughts, feelings, emotions, and behaviours
- Promote intrinsic motivation to behaviour
- Respect everyone's mutual rights to ensure effective relationships with other children, LJS staff and all members of our community
- Define what we consider to be unacceptable behaviour, including bullying and cyberbullying and peer on peer abuse
- Outline how pupils are expected to behave alongside our system of rewards and consequences
- Summarise the roles and responsibilities of different members of the school community with regards to promoting positive behaviour

This policy remains in place for any behaviours that happen outside of the school premises to such an extent as is reasonable, for example:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Whilst wearing school uniform
- In some other way identifiable as a pupil at the school

This policy remains in place for any misbehaviour, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

## Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school - GOV.UK](#)
- [The Independent School Standards](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014;](#)

## Equality, Diversity and Inclusion

At Laxton Junior School, we understand and respect that all our pupils are different and are committed to providing a school experience that is inclusive, accessible, quality, and full of opportunity for all our pupils, including those with SEND and protected characteristics. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologists
- Behavioural Support Specialists
- Educational Welfare Officers
- Children's Social Care
- Charitable Organisations

## Definitions

### Rights

Our rights are what every human being is entitled to and deserves, no matter who they are, so that we can live in a world that is fair and just. At Laxton Junior School, everyone has the right to:

- Be safe, happy and healthy
- Play, learn and achieve
- Be respected

### Responsibilities

A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

For example, we have the right to be **safe and healthy**, so we have the responsibility to be kind, speak out to stay safe, make healthy choices, bring our water bottles to school etc.

### Restorative Approach

Our restorative approach encourages children to take responsibility for their behaviour by thinking through the causes and consequences, with adult support. It is about developing, maintaining and repairing relationships so that we can build a community based around empathy and self-learning, helping everyone to learn academically, socially and emotionally.

### Behaviours

The safety and wellbeing of our pupils is paramount. Each behaviour, the way in which one acts or conducts oneself, will be approached and considered individually. Responses are based on sound professional judgement, our LJS Values and Mission and, where appropriate, linked to child protection and statutory guidance. Our Laxton Junior School Behaviour Pathway (Appendix 1) outlines example behaviours and possible rewards and consequences linked to them.

### Bullying

The Laxton Junior School community recognises that all forms of bullying, especially if left unaddressed, can have devastating effects on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. Bullying, including cyberbullying, is not tolerated or accepted at Laxton Junior School. By effectively preventing and tackling bullying Laxton Junior School can help to create a safe and disciplined environment where pupils are able to learn and fulfil their potential.

We accept and use the definition provided by the Anti-Bullying Alliance that defines bullying as:

'The repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.'

Bullying is recognised by the School as being able to hurt emotionally or physically. We recognise that it can be motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a child carer.

Further details of our approach to preventing and addressing bullying are set out in our Countering Bullying and Cyber Bullying Policy.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body, including the named Governor for Safeguarding, is responsible for monitoring this policy's effectiveness and holding the Head to account for its implementation. The Governor for Safeguarding and the Chair of the LJS Committee will receive at least termly updates on behaviour and will report relevant information to the Committee.

### **The Head**

The Head has overall responsibility for reviewing and approving this policy. The Head delegates responsibility for behaviour and this policy to the Assistant Head Pastoral.

### **Deputy Head**

The Deputy Head will ensure that:

- Information on this policy is included during new staff induction
- Staff are modelling this policy consistently
- The school environment encourages positive behaviour
- The policy is publicised and available to parents and pupils, including on our website
- Working alongside the Assistant Head Pastoral to monitor behaviour incidents and pastoral concerns raised on CPOMS and responding to these accordingly
- Leading the promotion of Equality, Diversity and Inclusion (EDI) and the monitoring of these behaviour incidents
- Leading the promotion of Anti-Bullying, and the monitoring of these behaviour incidents
- At least termly, behaviour incidents are reported to the Safeguarding Governor and the Chair of the LJS Committee

### **Assistant Head Pastoral**

The Assistant Head Pastoral will ensure that:

- The policy is reviewed and implemented
- Behaviour is proactively taught, in conjunction with the Deputy Head and Head, through assemblies and our Learning for Life curriculum
- Positive behaviour is recognised and celebrated
- Behaviours not in line with this policy, and the LJS Values and Mission, are prevented
- Where negative behaviours are not prevented, they are dealt with in line with this policy
- The implementation of this policy is tracked and monitored
- Behaviour incidents are logged on CPOMS, monitored and reviewed as appropriate
- Rewards and consequences are applied consistently
- All stakeholders receive the opportunity to share feedback when the policy is reviewed
- Appropriate training and information are given to all members of the School community
- Promoting the School's Values, Mission and approach to behaviour through assemblies
- Ensuring the Learning for Life curriculum proactively teaches positive behaviour and that it is reviewed on a regular basis
- Leading the promotion of British Values and spiritual, moral, social and cultural development (SMSC)
- Organising or leading pastoral interventions, including restorative conversations with pupils, as appropriate

- Meeting with parents to discuss pastoral concerns, progress and successes
- Modelling positive behaviour

### **Laxton Junior School Leadership Team (LJLT)**

The LJLT are responsible for:

- Modelling positive behaviour
- Implementing this policy consistently
- Being a visible presence throughout the school
- Supporting staff when children are not demonstrating positive behaviours, including being part of restorative conversations
- Supporting staff to implement the behaviour policy
- Celebrating successes
- Ensuring CPOMS is being used effectively
- Communicate with parents to celebrate positive behaviour
- Be involved, as appropriate, when behavioural learning plans are created and help review the progress

### **Head of Educational Support**

The Head of Educational Support is responsible for:

- Supporting staff in promoting positive behaviours
- Monitoring pupils on the SEND register in relation to their behaviour using CPOMS, pupil progress meetings, observation and other appropriate means
- Provide support for pupils where learning difficulties and disabilities manifest as disaffection, emotional or behavioural difficulties
- Provide support for pupils with social, emotional and mental health difficulties. This may include pupils becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour
- Creating Educational Support Plans which include support and strategies for behaviour, when appropriate
- Supporting a multi-agency approach as appropriate

### **Staff**

Staff are responsible for:

- Modelling positive behaviour
- Implementing the Behaviour Policy consistently
- Developing and displaying a Class Charter, with input from their class, and referring to and reviewing this regularly
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents and actions on CPOMS in line with the LJS Behaviour Pathway

### **Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the Laxton Junior School Behaviour Charter
- Inform the school of any change in circumstances that may affect their child's behaviour
- Discuss behavioural concerns with their child's Tutor

### **Pupils**

Pupils are responsible for:

- Creating their Class Charter alongside their peers and Tutor
- Following their class charter

- Modelling positive behaviours
- Speaking out to stay safe
- Using the LJS Values and Mission to support a happy, safe and healthy school life for themselves and others
- School Council are responsible for creating and reviewing the LJS Playground Charter, alongside any other shared spaces, annually

## Developing Consistent Expectations

For children to maximise their potential socially, emotionally and academically in school they must feel safe, happy and secure. It is the responsibility of every adult to ensure that children understand what is expected of them in terms of their behaviour. We therefore have a whole school approach to behaviour to ensure that behaviour standards are consistent.

We aim to achieve **consistency** by having:

- **Consistent** actions: never ignoring a problem with all members of staff taking responsibility for behaviour
- **Consistent** positive reinforcement: all staff following routines for reinforcing, encouraging and celebrating expected and over and above behaviours
- **Consistent** consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- **Consistent** simple rules/agreements/expectations: promoting appropriate behaviours that are accessible to all and enabling all staff to reference and promote appropriate behaviours
- **Consistent** respect from adults: even in the face of disrespectful behaviours
- **Consistent** routines: reinforcing routines for positive behaviour across the school e.g. classroom, corridors, playground and dining rooms

## Pupil Voice and School Rules

Our School Council organised our School Rules into three points, which underpin all expected behaviours in school: **Ready, Respectful, Safe**. Children are reminded of these School Rules by staff during everyday activities when the need arises. This further embeds the consistent message to all.

## Laxton Junior School Behaviour Charter

Pupils are expected to behave in line with the LJS Behaviour Charter, which is built on the rights that all pupils at Laxton Junior School have and the responsibilities they have to uphold them.

At Laxton Junior School everyone has the right to:

- Be safe, happy and healthy
- Play, learn and achieve
- Be respected

We have the right to be **safe, happy and healthy**, so we have the *responsibility* to be kind, speak out to stay safe, make healthy choices, bring our water bottles to school and undertake random acts of kindness.

We have the right to **play, learn and achieve** so we have the *responsibility* to be ready to learn, give our personal best, listen, ask questions, take risks and grasp different opportunities.

We have the right to be **respected** so we have the *responsibility* to listen to other peoples' opinions, use manners, encourage others, be helpful, be kind and provide opportunities regardless of any protected characteristics etc.

Responsibilities listed above are not exhaustive.

### Behaviour Charters for Classrooms and Playground

To help ensure our rights and encourage responsibility, the pupils are supported to develop 'charters' for the classroom and spaces around the School. There must be a 'Class Charter' on display in every Form's classroom.

The charter can take any form the class wish and may look different in each classroom; however, the language of rights and responsibilities will be consistent, and the charters must be developed alongside the children. Class charters are referred to when promoting positive behaviours or redirecting behaviour choices not in line with the charter or our Values and Mission. Class charters should be modelled by all and explicitly referred to.

Although the charter will be embedded during the first few weeks of the academic year, it will be routinely revisited, reflected upon and re-established throughout the year.

## Positive Relationships, Proactive Strategies and Preventative Planning

We aim to prevent or minimise negative behaviour related incidents by providing the children with a positive, engaging and memorable learning experience. We understand that all behaviour is a form of communication and about making choices.

We promote children learning to take responsibility for their behaviour in the same way they learn any other area of the curriculum. To help the children develop successfully we create a school climate that encourages responsibility and promotes positive behaviour choices.

Here are some examples of how we do this:

- Acknowledge and thank children for behaving responsibly and positively
- Celebrate children who demonstrate over and above behaviours
- Build positive learning environments
- Provide quality learning opportunities through an engaging curriculum and thought-provoking lessons
- Provide regular encouragement and descriptive feedback
- Build positive and trusting relationships built on mutual respect
- Always greet the children pleasantly
- Build relationships with parents
- Take a genuine interest in the children and get to know them and their families
- Model respectful behaviour
- Model reflective and thoughtful behaviour
- Listen carefully to the children and encourage them to share their thoughts, feelings and opinions



- Provide a safe and enjoyable physical environment
- Develop pupil leadership
- Circle time, assemblies and enrichment lessons
- Know that everyone is responsible for children's behaviour
- Ignore certain behaviours, withdrawing attention for the children demonstrating these
- Use the environment to separate, defuse, distract or engage

There should be a balance of positive strategies to promote intrinsic motivation and independence while celebrating the success and achievement of all children.

## Rewards and Consequences

The Values and Mission of the School underpin all processes relating to behaviour. We believe all children should understand that it is the responsibility of staff, pupils and all members of the school community to uphold and maintain our school Values and Mission. Examples of behaviours and possible rewards and consequences can be found in the Laxton Junior School Behaviour Pathway (Appendix 1).

### Rewards

We believe that providing encouragement and specific feedback to the pupils about their effort is the most effective way to develop positive behaviour. In addition, there are a range of incentives used to encourage and celebrate pupil's positive behaviour. Although there is no definitive list, below are the most used rewards:

- **Verbal acknowledgement:** e.g. feedback and praise
- **Visual acknowledgement:** e.g. thumbs up, sticker
- **Public recognition:** e.g. house points, share success with another class or teacher; Celebration Assembly recognition, Values Certificate, Values Award, Colours Awards, Merit
- **Class rewards:** (optional) e.g. marble in the jar, raffle ticket, personalised reward
- **Inform parents:** e.g. conversation at drop off/pick up, praise postcards/notes, email home

### Consequences

Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced consequences are a necessary part of discipline and behaviour management. When pupils do not respond to redirection or positive correction, teaching staff will apply consequences, as appropriate and in line with our Behaviour Pathway. Less severe consequences might be deferred whilst more serious consequences are non-negotiable and immediate.

Staff, including Teaching Assistants, Griffin Club Assistants and the Leadership Team, will use their professional judgement when deciding on the most appropriate consequence. When establishing behaviour consequences, we aim to ensure relatedness between the behaviour and the consequential outcome.

## Restorative Approach

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn academically, socially and emotionally. If a pupil has displayed behaviours not in line with a Behaviour Charter, they will be supported to recognise the impact their behaviour has had on themselves and others and suggest a solution to resolve the situation and prevent reoccurrence in the future.



Restorative approaches are based on four key features:

- **Respect** – for everyone by listening to other opinions and learning to value them
- **Responsibility** – taking responsibility for your own actions, choices, responses, behaviours
- **Repair** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **Re-integration** – working through a structured, supportive process that aims to solve the problem and allows children to continue learning alongside their peers

When there have been incidences between two or more children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask ‘why?’ something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative conversation and is, therefore, supported in coming to understand the harm that has been caused to all parties. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

### Restorative Conversations and Questions

Restorative conversations and questions may be used when it is deemed appropriate by the adult that they appropriate next step. When using restorative questions and conversations, questions will be asked in a quiet and appropriate area of the environment. During this conversation, the following expectations apply:

- Only one person talks at a time
- Active listening without interruptions
- Respect shown to others in the conversation
- Confidentiality – explain that this is between the people involved (including trusted adults), unless there is a safeguarding concern
- Safeguarding Policy is always followed
- If child/children involved are not meeting the expectations or are still/becoming angry or too upset, the process stops until a more appropriate time

Our restorative questions can be found in Appendix 2. Restorative conversations and questions should be used in a way that supports restoration. It may be that:

- Not all questions are asked
- Responses are given via drawing, using 1-10 scales
- Adult leading the restorative conversation asks pupils to imagine how people may be affected, or a way to put it right
- Postponements are offered if a child is not ready to engage yet

All teaching staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

### Restorative Consequences

Where appropriate and in line with our Behaviour Pathway, the child/children should be involved. Those leading the conversation should ensure that the consequence is constructive and allows the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of positive behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

### **Implementation of Restorative Approach (including for the EYFS and pupils with SEND)**

We recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of behaviour not in line with charters or the LJS Value and Mission. The stages of the restorative approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the restorative approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources, such as photographs, are used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with SEND may require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement the approach and who to involve.

## **Support Systems for Pupils**

The school has an excellent Pastoral Team and support system where pupils are actively encouraged to speak out to stay safe, share their worries and actively engage with their own thoughts, feelings and emotions. Each child is supported by their Tutor and Teaching Assistants, alongside the Assistant Head Pastoral, Deputy Head, Head of Educational Support, our Therapeutic Pastoral Mentor, The Clayton Room and Mental Health Lead where required.

### **Target Cards**

Some pupils may need small positive and personalised steps to help them improve their behaviour. Target Cards will be filled in at the end of each lesson, session, or day by the teacher with the support of any other adults who may have worked with the child during that time. Target Cards may take a variety of forms to suit the individual and may be identified on a child's behaviour or Educational Support plan. The Assistant Head Pastoral, Deputy Head or Head may become involved in monitoring Target Cards as appropriate.

## Individual Behaviour Plans

Pupils identified as having difficulty making responsible choices or as needing additional support with their behavioural needs will receive the support and provision that is required to help them achieve the best possible educational, social, and emotional outcomes. Following the Behaviour Pathway, teachers should make the Assistant Head Pastoral and Head of Educational Support aware of any children who need additional and specific support.

An Individual Behaviour Plan (Appendix 3) details the barriers and triggers for individual children. It is an action plan to show how the child can achieve an improvement in their behaviour. This should be used as soon as possible to support the child in benefitting from our positive behaviour system.

Individual Behaviour Plans should:

- Have a small number of achievable targets on, with a list of strategies being used to support the child in achieving their targets.
- Include the child and parent in the writing and review process, ensuring their views are included showing their commitment to improving their behaviour
- Be reviewed on a regular basis
- Be shared with parents/carers and relevant teaching staff

## Physical Intervention and Restraint

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

All incidents requiring handling should be reported to the Deputy Head, recorded on CPOMS and information shared with the parents.

## Personal Handling Plans and Risk Assessments

If a child is considered a risk to themselves, other children, or staff then a personal handling plan and risk assessment will be completed by the Deputy Head and Educational Support department. These documents will be shared with all staff to ensure plans are always followed, providing consistency for the child. Personal handling intervention is a last resort. If a child is in crisis and needs positive handling intervention any member of staff has a duty to support the child.

## Suspensions, Temporary Exclusions and Permanent Exclusions

A suspension is a temporary removal of a child from school, typically used as a short-term measure while a serious incident is investigated. It is not a final judgement on the child's behaviour but allows time for a thorough review of the facts without the child being present. During a suspension, the child must not attend school or take part in school activities. Parents will be informed in writing, and a reintegration meeting will be held if the child returns.

Temporary exclusion is a fixed-period removal, during which time the child is not permitted to attend lessons or be on school premises. It is used as a serious sanction in response to significant breaches of the school's

behaviour policy. The duration of a temporary exclusion will be proportionate to the incident and clearly communicated to parents, along with the reasons for the decision. A re-integration meeting will be held on the day the child returns, during which expectations will be clarified and any support strategies agreed to help the child succeed moving forward.

Permanent exclusion is a last resort after all other attempts to improve behaviour have not been successful. All interventions and staff actions will be recorded and provide a clear pathway to this decision. It will not be taken lightly and all steps to avoid this situation will be taken. Parents would have been warned in advance, and in writing, of the possibility of permanent exclusion. Permanent exclusion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.

Reasons for temporary or permanent exclusion of a child include, but are not limited to:

- Sustained and targeted bullying (including cyberbullying) of other pupils
- Persistent non-attendance of the pupil without good reason
- Possession of or use of alcohol or illegal substances
- Persistent refusal to conform to the school's behavioural expectations
- The school's inability to guarantee the safety of the child or other children or the school.
- Malicious accusations against a member of staff
- Bringing the school into serious disrepute (e.g. serious criminal behaviour)
- An act of serious violence or intimidation, even outside school, that impacts the school community

Before deciding whether to exclude a pupil, either permanently or temporarily, the Head will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs and disability (SEND)

In such circumstances, the school would act fairly and properly in deciding whether a pupil must be temporarily excluded or permanently excluded from the School and, wherever possible, would seek the agreement of the parents before a decision was taken.

In the case of any investigation or appeal against permanent or temporary exclusion, the pupil will be suspended and shall remain away from School during this time. The pupil will not have the benefits of being a pupil or to enter School premises during this time without written permission from the Head.

Suspension, temporary and permanent exclusion fall within the authority of the Head only. The Head shall act with procedural fairness in all such cases and the action taken for one case will not set a precedent for any other. The Head's decision shall be subject to appeal if requested by the parents.

## Managing Transitions

The School is aware that transitions can be times of anxiety for pupils. This includes both transitions around the school site during the day and the more significant transitions into new year groups and new schools.

In Reception and Year 1, pupils are supervised when they are moving around the school building. In Years 2 to 6 children are sometimes trusted to move to another space within the school unsupervised, providing that their behaviour is appropriate. Independence increases with age. Children are always actively supervised in outdoor spaces.

Transition afternoons are held in the Summer Term to support pupils moving into the secondary school of their choice, Reception class, new year groups and children new to LJS. Pupils that have been identified as finding change difficult are supported by their Tutor and Teaching Assistants, in conjunction with the Assistant Head Pastoral and Wellbeing Team as appropriate. Support may include more frequent meetings with their new teacher, the creation of a social story and other individualised approaches. Transition meetings between current and new Tutors occur to ensure all necessary information is handed over. Access rights on CPOMS are also adjusted so that the new Tutor has access to the pupils' pastoral records.

## Monitoring

### Behaviour

- Behaviour, in the first instance, is monitored by Teachers and Tutors
- Active supervision at break times by members of staff
- As appropriate, behaviour is logged onto CPOMS, this helps create a full picture in one place of a child's behaviour; Tutors, Head of Educational Support, Assistant Head Pastoral and Deputy Head have access to these records.
- CPOMS records will be used to identify patterns of behaviour for individual children, classes, and the school; this information will be used to inform classroom practice, assemblies, action plans, staff training and responses
- At least termly, behaviour incidents are reported to the Safeguarding Governor and the Chair of the LJS Committee
- Any escalating behaviour concerns will be shared with the Head and LJLT during weekly meetings

### Policy

The policy will be reviewed at least tri-annually. However, if any amendments are made at other times, parents will be informed via School Post.

## Training

The Assistant Head Pastoral in conjunction with the Deputy Head is responsible for ensuring that all staff receive regular training on all aspects of this policy and that information on this policy is shared during new staff induction.

## Concerns and Complaints

Parents should speak with their Tutor, as the first point of call, if they have any concerns. Laxton Junior School's Complaint Policy can be found on the [LJS website](#).

## Linked Policies

- Countering Bullying and Cyberbullying Policy

- Online Safety Policy
- IT Acceptable Use Policy
- Safeguarding Policy
- Learning for Life Policy
- RSE Policy
- Pupil Wellbeing Policy
- Search and Confiscation Policy
- Educational Support Policy
- Complaints Policy
- Oundle School and LJS Terms and Conditions
- Staff Code of Conduct
- Whistleblowing Policy

<b>Reviewer</b>	Jackie Ormston
<b>Post of Reviewer</b>	Assistant Head Pastoral
<b>Review Date</b>	Summer 2025
<b>Approved by the Governing Body</b>	Michaelmas 2023
<b>Reviewed and filed with both Schools</b>	Summer 2025
<b>Next Review (max 3 years)</b>	Michaelmas 2026

## Appendix 1 LJS Behaviour Pathway

The safety and wellbeing of our pupils is paramount. Each behaviour will be approached and considered individually. Responses are based on sound professional judgement, our LJS Values and Mission and, where appropriate, linked to child protection and statutory guidance.

Level	Examples of behaviour	Possible Rewards/Consequences
3	Repeated Level 0, 1 and 2 behaviours <ul style="list-style-type: none"> <li>• Consistently showing highest standard of behaviour</li> <li>• Leading by example</li> <li>• An outstanding achievement inside or outside of school</li> <li>• Consistently show above and beyond behaviours</li> </ul>	As level 0, 1 and 2 with option of: <ul style="list-style-type: none"> <li>• Values Award</li> <li>• Merit</li> <li>• Speech Day Award</li> </ul>
2	Repeated Level 0 and 1 behaviours <ul style="list-style-type: none"> <li>• Over and above behaviours, in line with class charters, LJS Values and Mission</li> </ul>	As level 0 and 1 with options of: <ul style="list-style-type: none"> <li>• Values Certificate</li> <li>• Positive praise postcard/note home</li> <li>• Phone call or email home</li> <li>• Celebration afternoon tea with the Head</li> </ul>
1	Repeated Level 0 behaviours <ul style="list-style-type: none"> <li>• Showing consistent Ready for Learning behaviours</li> <li>• Making positive contributions towards learning</li> <li>• Being a role model to others</li> <li>• Being an independent learning</li> <li>• Showing resilience</li> <li>• Being a reflective learning</li> </ul>	As level 0 with options of: <ul style="list-style-type: none"> <li>• Recognition board</li> <li>• Class based rewards</li> <li>• Compliment and praise from Deputy Head or Head</li> <li>• Conversation with Parent</li> <li>• Positive praise postcard/note home</li> </ul>
0	Showing respect <ul style="list-style-type: none"> <li>• Acting safely</li> <li>• Cooperating with others</li> <li>• Showing good listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks/ Compliment /Verbal Praise</li> <li>• Sticker</li> <li>• House Point</li> <li>• Able to engage with positive learning</li> </ul>



Ready for Learning	<ul style="list-style-type: none"> <li>Following instructions</li> <li>Being polite</li> <li>Trying their best</li> <li>Wearing school uniform with pride</li> <li>Be prepared</li> </ul>	
-1	<p>Minor and/or isolated incident</p> <ul style="list-style-type: none"> <li>Low level disruption</li> <li>Calling out / cheeky remarks</li> <li>Talking in assembly</li> <li>Distracting others</li> <li>Not engaging in learning</li> <li>Moving around unsafely</li> <li>Minor pushing/jostling</li> <li>Unkind words</li> <li>Not completing homework</li> </ul>	<p><b>Led by member of LJS Staff and/or Tutor</b></p> <ul style="list-style-type: none"> <li>Prevention / redirection / reminders of expectations / reminders of previous positive behaviour / distraction by teacher</li> <li>Recognising positive behaviours</li> <li>30 second scripted conversation</li> <li>Warning</li> <li>Move learning space</li> <li>Time out / space for calming down</li> </ul>
-2	<p>Misbehaviour or Repeated Level -1</p> <ul style="list-style-type: none"> <li>Persistent low level</li> <li>Constant calling out</li> <li>Not heeding to warning</li> <li>Regularly preventing others from learning</li> <li>Regularly incomplete learning tasks</li> <li>Regular minor playground incidents</li> <li>Being unsafe online and not abiding by the Pupil Acceptable Use Policy</li> <li>Unintentional offensive comments about gender, sexual orientation, ethnicity, nationality, ability or such like.</li> </ul>	<p><b>Led by member of LJS Staff and/or Tutor</b></p> <p>As above alongside option of...</p> <ul style="list-style-type: none"> <li>Restorative conversation/questions</li> <li>Miss break time</li> <li>Class-based behaviour plan / strategies</li> <li>Tutor informing parents via email, communication book, phone call or conversation on the playground</li> <li>Behaviour logged on CPOMS</li> </ul>
-3	<p>Misbehaviour or Repeated Level -1 or -2</p> <ul style="list-style-type: none"> <li>Defiance</li> <li>Disrespect of resources</li> <li>Damage to property</li> <li>Persistent low-level disruption or negative behaviour for an extended period of time</li> <li>Strong unkind, mean or rude language used towards others</li> <li>Swearing</li> </ul>	<p><b>Led by Tutor</b></p> <p>As above alongside option of...</p> <ul style="list-style-type: none"> <li>Restorative project</li> <li>Loss of privileges</li> <li>1:1 conversation with member of Leadership Team</li> <li>Individual Behaviour Plan</li> <li>Tutor meeting with Parents</li> <li>Learning undertaken in different space</li> <li>Target Card monitored by Form Teacher</li> <li>Intervention and support by Assistant Head Pastoral or Deputy Head</li> <li>Referral to Educational Support</li> </ul>
-4	<p>Serious Misbehaviour or repeated level -1, -2 or -3</p> <ul style="list-style-type: none"> <li>Repeated unsafe use of equipment</li> <li>Graffiti</li> <li>Intentionally offensive comments about gender, sexuality, ethnicity, nationality, ability or any protected characteristic</li> <li>Theft</li> <li>Violence/fighting</li> <li>Intimidation, harassment, threatening behaviour etc</li> <li>Bullying behaviours</li> <li>Wilful minor destruction of property</li> </ul>	<p><b>Led by Assistant Head Pastoral and/or Deputy Head</b></p> <p>As above alongside option of...</p> <ul style="list-style-type: none"> <li>Meeting with Assistant Head Pastoral or Deputy Head, Tutor, pupil and parents</li> <li>Target Card monitored by Deputy Head or Head</li> <li>Individual Behaviour Plan</li> <li>Parents may be required to attend frequent meetings</li> <li>Referral to Educational Support</li> </ul>



		<ul style="list-style-type: none"> <li>Referral to outside agency</li> <li>Referral to Safeguarding Partner</li> <li>Temporary Exclusion</li> </ul>
-5	Serious Misbehaviour or repeated level -1, -2, -3 or -4 <ul style="list-style-type: none"> <li>Racism, homophobia, or discrimination of any kind</li> <li>Leaving school premises</li> <li>Physical assault</li> <li>Sexual harassment, assault, or violence</li> <li>Violence / fighting, including weapons</li> <li>Serious theft</li> <li>Wilful school-wide disruption</li> <li>Wilful serious destruction of property</li> </ul>	<b>Led by Deputy Head and/or Head</b> As above alongside option of... <ul style="list-style-type: none"> <li>Meeting with Head and/or Deputy Head</li> <li>Frequent Head/Deputy Head, student and parents</li> <li>Target Card monitored by Head Teacher</li> <li>Permanent Exclusion</li> </ul>

## Appendix 2: Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? How?
- What should we do to put things right?
- How can we do things differently in the future?

## Appendix 3: Individual Behaviour Plan

Name: Class:	
Date of birth:  Date plan starts:  Date of next review:	Medical conditions/needs:  Staff working with the pupil:
<b>Challenging behaviour</b> What does it look like? What triggers it?	<b>Targets</b> What are we working towards? How do we get there?
<b>Strategies for positive behaviour</b> How do we maintain positive behavior? <ul style="list-style-type: none"> <li>• Phrases to use</li> <li>• Rewards, motivators</li> </ul>	<b>Early warning signs</b> How do we prevent an incident? <ul style="list-style-type: none"> <li>• What to look out for</li> <li>• How to respond (reminders, alternative environment)</li> </ul>
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>• What to do and what not to do</li> <li>• Phrases to use</li> <li>• Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
<b>Skills and Talents</b> What skills and talents does the pupil have?	<b>Achievements</b> What are they proud of?
<b>Likes</b> What are the pupil's likes so that staff can engage in conversation with them?	<b>Dislikes</b> What are the pupil's dislikes so that staff are aware that this may be a trigger?
<b>Agreement:</b> Parent name  Parent signature  Date	Staff name  Staff signature  Date
<b>Log of incidents held on CPOMS</b>	
<b>IBP evaluation and next steps:</b> How effective is the plan? Record suggestions to be considered when this plan is reviewed.	