



Linton Heights Junior School

Behaviour and Wellbeing Policy

January 2024 – September 2025
(Interim)

BEHAVIOUR AND WELLBEING POLICY

Linton Heights Junior School is a warm and caring school. We aim to create an inclusive, safe and positive learning environment where everyone feels happy, respected and valued. Through our behaviour and wellbeing policy, we promote desired behaviours that support the continued development of pupil self-esteem, self-discipline and relationships based on mutual respect. We also promote a culture of praise and encouragement so that all pupils can achieve their very best. In order for our behaviour and wellbeing policy to be successful, we ask the children to follow the Linton Heights School values as detailed below.

Linton Heights Junior School Values

- We are honest
- We respect people and property
- We take responsibility for our actions
- We show everyone kindness
- We are ambitious and try our hardest to succeed
- We are resilient and will bounce back after a set back

These values are displayed in all classrooms and shared spaces.

Linton Heights Junior School Shared Behaviour Standards

In the classroom:

- Treat all property with respect
- Treat each other with kindness
- Take responsibility for their learning
- Be ready to learn
- Ensure they model positive learning behaviours so everyone can learn
- Be kind to themselves
- Speak to each other using kind words

In other indoor spaces:

- Treat all property with respect
- Treat each other with kindness
- Be polite and show good manners
- Speak to each other using kind words
- Tidy their belongings

In the playground and on the field:

- Be respectful of other peoples spaces
- Speak to each other using kind words
- Treat all property with respect
- Be respectful of the neighbours in the local area

How we reward positive behaviour at Linton Heights

House points

House points are awarded to pupils when they excel in demonstrating the school values in their behaviour either in or out of class or otherwise given to a child who has made a positive contribution to school life. 1 or 2 house points may also be awarded for reading at home. 3 reads = 1 house point, 4 reads = 2 house points, 5 reads = 3 house points (A maximum of 3 house points can be earned). House points for 'Extended opportunities for learning' can be given - a maximum of 1 or 2 house points.

Children's house points will be tallied on a total sheet which will be displayed in each classroom. The weekly total of points accrued for each house are collected on Friday. These totals will be collated and the house with the most points will be announced in ceilidh. The shield of the winning house will be put on display all week. An accumulative total of points earned will be recorded. The house with the most points each term will have a reward that is democratically selected from a list compiled by the school council/Junior Leadership Team.

Praises

Two praises are given per class during ceilidh which alternatives between lower school (Y3 & 4) and upper school (Y5 & 6). Adults at the school nominate children to receive a praise for something significant that they have achieved that week which links to the school values or academic achievement. Children are presented with their praises during the school day on Friday and names are given to the school office to publicise in the weekly newsletter. It is the class teacher's responsibility to keep a record of who has received praises during the year.

Cups at Ceilidh

At each Ceilidh, cups are awarded for maths, writing, handwriting, arts, values and sports to recognise improvement or achievement in these areas. The cups are given out to year groups in rotation and winners' names are publicised in the weekly newsletter. It is the teacher's and office's responsibility to keep a record of who has received cups over the years.

How we will support children to maintain our shared behaviour standards

Educational and protective consequences

At times, pupils at Linton Heights may find it difficult to follow our shared behaviour standards so it is necessary to put steps in place to support children in behaving in a pro-social manner.

First reminder		Low level disruption: fiddling with belongings; talking in quiet periods; calling out etc.	<ul style="list-style-type: none">Disempowering the behaviourPositive phrasing
Second reminder:			
Final reminder:			<ul style="list-style-type: none">Limited Choice See appendix 1f for guidance on ‘How to approach low level behaviour’
Educational consequence 1	5 minutes loss of playtime or lunchtime with class teacher	Refusal to act upon reminders.	<ul style="list-style-type: none">Teacher to sit with child during the 5 minutes and complete an ‘Impact of my behaviour’ sheet. See appendix 1b
Educational consequence 2	20 minutes loss of lunchtime with class teacher	Continuing to refuse to act on reminders or any unsafe behaviours. See appendix	<ul style="list-style-type: none">Class teacher to sit with child during the 20 minutes and complete a ‘Reflection of my actions sheet. See appendix 1c
Educational consequence 3	20 minutes loss of lunchtime with class teacher	Continuing to refuse to act on reminders	<ul style="list-style-type: none">Class teacher to sit with child and use the time as a teaching opportunity to explore the impact of their behaviour and strategies for the child to use. See appendix 1d for examples.
Educational Consequence 4	Meeting with parents, teacher and child	Continuing to refuse to act on repeated reminders	<ul style="list-style-type: none">During this meeting, the child, teacher and parent will review the strategies created. New strategies to be created with the agreement of the parents. See appendix for ideas.Repeat this step 3 times before moving on to educational consequence 5 See appendix 1e for clarification
Educational consequence 5	Meeting with parents, teacher, member of SLT and child	Continuing to refuse to act on repeated reminders.	<ul style="list-style-type: none">Member of SLT to sit with child during the 20 minutes and complete a ‘Reflection of my actions sheet whilst referring back to the teaching strategies discussed with the class teacher.

Protective Consequences for Unsafe Behaviour outside of the classroom

See appendices for definitions of unsafe behaviours

Initial response	Investigation	For unsafe behaviours. See appendix for examples.	Member of staff on duty to find out what has happened, listening to all sides of the story. The MSA notes down the child's name and the negative behaviour. This is reported back to the class teacher.
Protective Consequence 1	Removing the child from the situation	If the behavior above is deemed to not be aggressive but the child is being unsafe	The child to stand with member of SLT for 5 minutes to have a calm down time. During this time, the member of SLT with discuss the behaviour and what strategies the child should use for the rest of the playtime.
		If the behavior above is deemed to be aggressive and the child is being unsafe	The child is to be sent inside to a member of SLT and the class teacher if available. The following lunchtime, the child to have an educational consequence follow up with the class teacher.
Class teacher to sit with child during the 20 minutes and complete a 'Reflection of my actions sheet. Parents to be informed on the day and a copy of the refection of my actions sheet to be sent home.			
Protective consequence 2		If the child exhibits the same behaviour on a separate occasion	The child is to be sent inside to a member of SLT and the class teacher if available. The following lunchtime, the child to have an educational consequence follow up with the class teacher.
	Child removed from the situation		The following lunchtime, the child to have an educational consequence that reflects the behaviour they have shown. This is an independent learning opportunity (research, create a PowerPoint presentation). This intervention is also in place to ensure that the child can gain trust before being allowed outside again.
	Meeting with class teacher, parent and child		During this meeting, the child, teacher and parent will review the 'Reflection of my actions' sheet. Strategies to improve the behaviour to be discussed and agreed with the parent, child and teacher.

Protective consequence 3		If the child exhibits the same behaviour on another separate occasion	As above
	Internal exclusion		Child to have an internal exclusion.
	Meeting with class teacher, member of SLT parent and child		During this meeting, the child, teacher and parent will review the 'Reflection of my actions' sheet from previous sessions as well as the work created in educational consequence 2. Strategies to improve the behaviour to be discussed and agreed with the parent, SLT member, child and teacher.
Protective and Educational consequence 4	External exclusion	If the child exhibits the same behaviour on another separate occasion	

All potential problems/ disciplinary action which occur at lunch time must be communicated by the relevant personnel to the respective teacher after lunch.

All serious incidents which break the school values will be reported to the head teacher or a member of the SLT in his absence so that a decision can be made on what action to take. Dependent on the nature of the incident, certain sanctions may be bypassed. Parents are contacted on the day of the incident (as far as possible) so that they know what has happened at school and the action that has been taken.

In extreme situations, when a child is likely to cause harm to another, themselves or school property, the staff reserve the right to physically restrain a child. Requisite physical contact will be kept to a minimum.

What about bullying and discriminatory incidents?

Bullying and discriminatory incidents including sexual harassment and violence are taken very seriously at Linton Heights and they are dealt with under our behaviour policy.

Bullying

Bullying (including cyber bullying) is unwanted and persistent behaviour which the pupil on the receiving end finds offensive, intimidating or hostile. Any pupil who feels that they have been bullied should speak with an adult at the school **immediately** so that the situation can be addressed. Any pupils found to be bullying can expect action to be taken and their parents to be contacted.

Discriminatory incidents

An incident is considered discriminatory where the victim has been targeted due to a protected characteristic (age, race, sex, disability, sexual orientation, gender reassignment, religion, faith or belief). Acts of discrimination including sexual harassment (including online) and violence are taken seriously at Linton Heights. Victims are supported and reassured and all incidents are recorded and reported to the headteacher/deputy via MyConcern as well as being recorded on Prejudice Reporting on Education. On specific occasions, these incidents are also reported to the Local Authority. Pupils who make discriminatory comments can expect action to be taken in line with this policy and their parents to be contacted.

For further information, please refer to the school's anti-bullying policy.

What about pupils who have special needs?

We ask everyone who is part of the Linton Heights school community to appreciate that some children have difficulties in managing their emotions and reactions to situations and that the adults in the school have a responsibility to help them with these needs. For this reason, there are times when adults at the school need to manage behaviour in a slightly different way.

Whenever an alternative behaviour plan is necessary, appropriate boundaries will be set for the pupil in conjunction with the child's parents/ carers, class teacher, SENCO and headteacher. This plan will be shared with all members of staff.

Outside school activity

The school may take disciplinary action against pupils who, by their behaviour, threaten to bring the school's reputation into disrepute/ cause upset or intimidation to others. This includes online behaviours.

Pupil searches

In order to protect both pupils and staff and their possessions, the Head teacher or staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can confiscate any item found, which they consider to be harmful or detrimental to school discipline.

Headteacher:		Date	
Governing Body:		Date	

Appendices

1a. Unsafe behaviour refers to any behaviour that makes others feel unsafe. This could include:

- Threatening behaviour
- Threatening language
- Unwanted, deliberate physical contact
- Leaving school premises

1b. Educational consequence 1

<u>Impact of my actions</u>		<u>Name:</u>
		<u>Date:</u>
How were you feeling now?		
<u>Action</u>		
<u>Impact</u>		
<u>Repair</u>		
<u>Next time</u>		
How are you feeling now?		

<u>Reflection of my actions</u>		<u>Name:</u>	<u>Date:</u>
What happened?		How are you feeling now?	
What were your feelings?			
How did you respond?			
What were their feelings?		What do you need to hear?	
What can I do next?		<ul style="list-style-type: none">• I am capable• I am kind• I am strong• I am learning	
<u>Action</u>	<u>Impact</u>	<u>Repair</u>	<u>Next time</u>

1d. Educational consequence 3

How we can teach children how to behave in a more pro-social manner:

- **The truths of your behaviour** – a list of things that always happen when a child exhibits certain behaviour

- **Who is impacted and how do they feel?**

A conversation based on each and every person and how they feel when a child exhibits the behaviour. E.g. calling out affects others in class because the lesson stops and they feel

- **Presentation or research of the impact of their behaviour.**

E.g. the cost of replacing a broken piece of equipment.

- A plan of how and when children will complete any unfinished work

13. Educational consequence 4

Parent, teacher and child meeting

Example strategies for children:

- Throughout the day, children to complete an emotions timetable tracker which enables children to be aware of how they are feeling throughout different parts of the day.
- Using the calm space/area in the classroom to regulate their emotions
- Any missed learning will be sent home and completed in the child's own time.
- Any damaged or broken equipment is replaced or fixed/cleaned or at least a plan created to restore any damaged equipment.
- Any damaged relationships (adult or peer) should be focused upon and a plan in place to improve the broken relationship.

1f. How to approach low level behaviour

Disempowering behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready.

Positive phrasing:

- Stand next to me, thank you
- Put the pen on the table, thank you
- Walk in the corridor, thank you
- Switch the computer screen off, thank you
- Walk with me to the library, thank you
- Stay seated in your chair, thank you

Limited Choices:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box, thank you
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?