



BEHAVIOUR | Lawdale Junior School

Whole School Behaviour Policy

Lawdale Junior School

September 2025

A Positive framework for good behaviour based on high expectations

Rationale

Lawdale Junior school is a place where the UN Convention on the Rights of the Child (the CRC) is actively upheld. The CRC consists of 54 articles. A 'child' is defined as every human being below the age of 18. The key provisions are:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

Everyone at Lawdale Junior School has the right to feel welcome, secure and happy. If the school is a well behaved environment then all members of the school community will be able to achieve their maximum potential. It is everyone's responsibility to behave well towards others and respect others rights. This policy contains guidelines to support this ethos and the CRC. We expect staff and pupils to have a Growth Mindset in relation to behaviour. This means we believe that behaviours can be improved.

We wish to acknowledge and encourage good work and good behaviour. Each teacher will have a class system in place, which will include verbal praise from all adults working in the class.

Behaviour management is about changing *behaviour* not *children*. It is about doing things *with* not *to* children. Management involves cooperation between all members of staff involved with a child, parents and active involvement of the child themselves. Pupils need to feel secure both physically and emotionally. To achieve this, the staff at Lawdale will: -

- Plan and provide work at the appropriate level.
- Model the standards of behaviour and courtesy expected from those around them.
- Aim to ensure that pupils experience success through their efforts, which can be developed through the school curriculum.
- Aim to ensure that pupils feel recognised as individuals and unique people who have things to offer as well as learn.
- Discuss and involve children in setting clear and reasonable rules for classroom behaviour with pupils.
- Promote the inclusion of all pupils into participating in as many class activities as possible.
- Acknowledge that behaviour outside the school can impact on pupils in the school and we will attempt to address behaviours that harm pupils at the school as far as is possible, even if they have occurred outside of school.

Children will be encouraged to take responsibility for sorting out their own minor conflicts. Adults must therefore take responsibility for both teaching and modelling strategies to enable the children to do this.

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When dealing with conflict adults will ensure children involved listen to others without interruptions, that children have a chance to say what has happened and how they feel and discuss future action.

Above all, the aim of this policy, is to foster a sense of self-discipline through the school without the need for complex reward systems.

Acknowledgements for good behaviour may be used dependant on the age and development level of a child or group of children.

- **Golden Time** – (Children can choose an activity to do on a Friday if they have completed all their work)
- **Team points**
- **Stickers/stars**
- **Verbal praise**
- **Special jobs**
- **Certificates, which may be privately or publicly presented**

When dealing with their own classes, teachers may supplement the system with other rewards of their own devising.

Pupils with SEN may have programmes, which involve additional incentives given on particular terms and behaviour charts. Targets are drawn up in consultation with the class teacher.

All classes provide the children with reward cards as a whole school rewards system. Teachers have stampers that can be used to put a stamp in a child's booklet for behaviour, attitude, good work or for other positive achievements. These are not taken away once given by an adult for any reason. Children can save their stamps and exchange them for a variety of prizes. More stamps collected result in a larger and more valuable prize. The aim of this is to promote progress and positive attitudes in the whole school.

Staff should explain the reward system and this should be implemented fairly. Showing favouritism to pupils is unprofessional and causes emotional upset for other pupils.

Sexual harassment and abuse

The school recognises that sexual harassment and abuse can occur from a young age and different forms of abuse will vary in terms of seriousness and impact on the victim. We will use the Sexual Harassment and abuse materials devised by The Aim project to analyse the severity of the abuse and to respond appropriately. Severity is assessed against 4 criteria normal, inappropriate, problematic, abusive/ violent. All abuse and harassment will be recorded. Further advice will be sought from the LA first response team if the behaviours are inappropriate, abusive/ violent.

Exemplar from the AIM assessment tool

1. Type of sexual behaviour

Older Children 8 – 12 years old (More cognitively able, but some may be functioning at a lower age level)

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Kissing and flirting, mimicking relationship behaviours Dirty words/jokes with their peer group Occasional masturbation Seeking sexual imagery/words online NB: The ability and developmental level of the child is important, not all children will engage in these behaviours	One off behaviours, e.g touching over clothing, that are due to peer pressure, rather than a particular interest of the child Sending or requesting nude/semi clothed or sexual texts/pictures	Sexual bullying through social media Preoccupation with masturbation, which may be causing them some anxiety Siblings mutually engaged in sexual behaviours with each other Mutual masturbation or group masturbation Increasing preoccupation with accessing pornography Sending or requesting sexual texts/ pictures, where there are elements of pressure, but the child does not persist if the recipient does not comply	Engaging in or simulating adult sexual activity e.g. intercourse, oral sex. Deliberate exposure of their genitals Sexual abuse of siblings or extended family members Persistent online sexual bullying, alone or in a group Blackmailing, making sexual threats on or offline Making sexual threats, electronically, written or verbal Fixation on pornography=
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Sanctions System - the way that teachers deal with unacceptable behaviour depends on the seriousness of the behaviour. It is reasonable to use the following five categories for unacceptable behaviour:

	Examples of Sanctions	Comments
Stage 1 - Aggravations Teasing Interrupting the teacher Being noisy Running in the school building Pushing in line Hindering other children Spoiling games Eating in class Avoiding work or time wasting Name calling Lying and tale telling Attention seeking / clowning	Minimal Eye contact. Frown Reminders Change of seating Proximity to teacher Informal chat	Not recorded After several repetitions within a certain time frame e.g. 3 incidents in a morning, a warning is given that the next time it changes to Stage 2 – warning of a Time out

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Stage 2 - failure to follow school rules Arguing back Making a mess of the classroom Cheekiness Rudeness to other children Cussing	Minimal use of words Separation from the rest of the group/class 5/10/15 minute detention by the teacher in the classroom Timeout Write an apology letter Withdrawal from activity Unfinished work to be completed at playtime	After several repetitions within a certain time frame e.g. 3 incidents in a morning, a warning is given that the next time it changes to Stage 3 - move to another class, within the year group.
Stage 3 – serious Fighting – including hitting back Deliberate harm to another including pushing over kicking, pinching Bullying or racism Victimisation/intimidation Defiance Refusal to follow instructions Rudeness to staff Vandalism and graffiti Child on child abuse, including sexual abuse and harassment Bringing prohibited items to school Encouraging other pupils to take part in online dares and passing on distressing online materials to other pupils.(not just while using school devices or at school) Deliberately and repeatedly fail to follow social distancing measures set up as a response to the Covid 19 Such as maintain distance in classroom, playground and around the school. Touch other people’s belongings or equipment. Staff should remember that these are new rules and will need lots of discussion to establish as quickly as possible.	Move to another class for rest of session (this sanction will no longer be available for staff to use as we need to maintain social bubbles)and misses play - if in playground exclusion from playground area. Standard letter sent from class teacher to parent with reply slip and pupils go to Time Out the next day. Teacher to talk to the parent on the same day of the incident. "THINK it Through" form also sent home. Deputy Headteacher/ Headteacher involvement. Possible banning from a trip if the child may be a danger to others or themselves ie. unable to follow instructions. Headteacher must make the final decision. Anti-bullying harassment form completed and sent to LA. Online harassment will be dealt with in the same ways as face to face harassment and discriminatory behaviour. Staff will not distribute or highlight online challenges , fake and upsetting online material. (If pupils want individual support regarding hoaxes and challenges we would assign them a LM as well as discussing the concerns raised by the pupil with parents whilst focussing on what good online behaviour looks like and what to do if you see something upsetting online and who to report it to.)	Any fighting, racist, bullying behaviour must be recorded in Headteacher’s log; letters must be sent home and returned. <u>If children are sent out of the classroom this should be recorded and the HT informed. Class exclusions will be monitored by the Headteacher and Deputy Headteacher.</u> Advice sought from TH Early help / support team

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Stage 4 – very serious Repeated incidents of the serious behaviour above.	Immediate involvement of Headteacher or Deputy Headteacher. Standard letter sent from class teacher to parent with reply slip and pupils go to Time Out the next day. Teacher to talk to the parent on the same day of the incident. SLT to phone parents and invite in. "THINK it Through" form also sent home. Possible fixed term internal or external exclusion if behaviour does not improve within specified time limits. Possible banning from a trip if the child may be a danger to others or themselves ie. unable to follow instructions. Headteacher must make the final decision. Anti-bullying harassment form completed and sent to LA.	Set up behaviour targets / a behaviour support plan for children involved – behaviour to be regularly monitored by SMT and parents to be consulted regularly. See exclusions list above. Social services referral may be required if behaviours are serious and abusive to others.
Stage 5 - Extremely serious - danger to Running out of room/school Racial, verbal and physical abuse of pupils/staff Serious child on child incidents of abuse including sexual abuse.	Fixed term internal or external or permanent exclusions	Follow current procedures and guidance Must involve Headteacher or Deputy Headteacher and school governors. Likely to involve CAMHS and / or Social services

Pupils who break these rules in the playground/class will be excluded from that area as follows:

1. First incident of a term - lose **one days** right to go in the playground/ classroom
2. Second incident of a term - lose 2 days right to go in the playground/ classroom
3. Third incident of a term - fixed term exclusion from playground / class for 3 days.
4th incident 4 days etc.
4. Pupils can gain days out at the end of this period if they are well behaved.

For any exclusion from the playground to another place for instance the Time out room.

Pupils who have had a very serious conflict with one another should be separated until calm.

Permanent exclusions

Permanent exclusions in the primary sector are extremely rare and to be avoided wherever possible as they are seriously detrimental to a child. External exclusions should only be used if the school is totally unable to resource ensuring the health and safety of children and staff because of a child's actions. External exclusions of children with a disability should also be avoided, especially if their disability is the cause of their poor conduct.

Wherever possible children should be internally excluded and their behaviour management plan put in place and their behaviour closely monitored to ensure that it is improving.

All sanctions must be immediate, or as soon as possible after the incident, and only for the incident that has happened. The children should have opportunities to improve their behaviour. If children are asked to leave the classroom for the remainder of the lesson (stage 2/3) then they must return at the start of the next teaching session. All teachers should arrange a 'paired class' for children to be sent to if necessary within the year group.

Class rules in each class should be negotiated with the teacher and children via the class council. This should be done at the start of each year/term and should involve the children in order to create a greater degree of shared ownership by creating a classroom Charter based on the articles in the UN Convention on the Rights of the Child.

The teacher should deal with minor incidents. The teacher should always inform the parents/carers if the pupil is involved in a more serious incident. Very serious incidents should be dealt with by the class teacher, the Head Teacher and the parents. Teachers should also use their own strategies to deal with misbehaviour rather than simply moving pupils onto the next stage.

Pupils should be encouraged to accept personal responsibility, apologise or find a way to make amends, as appropriate, at each stage. *Children should be encouraged to reflect on the choices they have made and the results of these choices.* Pupils should go to the Time Out Room to reflect on their behaviour and to resolve conflicts. **They should fill in a "Think It Through" sheet.** Apologies should be made to victims before both the victim and perpetrator are allowed together again in the same area. Letters should be completed and given to the class-teacher so they are fully informed and so they can discuss the letter with the parents. All behaviour incidents are also recorded on CPOMS, the digital record keeping system.

An example of a progressive sanctions policy is given below and it is recommended that this be used in the first instance: -

If a pupil is misbehaving the teacher should work through the following steps, increasing the consequences if the behaviour persists.

1. *The teacher will privately record the pupil's name.*
2. *The teacher will put one tick next to the name - the consequence for this will be 5 minutes lost playtime with the teacher in the classroom.*
3. *The teacher will put a second tick next to the name - the consequence for this will be 10 minutes lost playtime with the teacher in the classroom.*
4. *The teacher will put a third tick next to the name - the consequence for this will be 15 minutes lost play time with the teacher in the classroom.*
5. *The teacher will send the pupil to work in another class for the remainder of the session (this will no longer be the case the child must stay in their own social bubble not be moved to another) and the pupil will lose 15 minutes playtime. There must be an existing arrangement between the teachers for this to happen. A note from the class teacher is sent home. The child should either be given work to do or should complete a "Think it Through" - see appendix 1.*
6. *All of the above and the child is sent to the Headteacher/Deputy Headteacher.*

In the case of very serious incidents the Teacher should send the pupil straight to the Headteacher/Deputy Headteacher with a TA.

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Children's time indoors may be reduced at any time in a day in order for them to start afresh if it is felt that the child has earned it.

Racist incidents will be dealt with according to the Tower Hamlets Anti-Discrimination and Harassment Policy and must always be taken seriously. See also the Anti-racism policy.

If a pupil has persistent or worrying behaviour difficulties which may be attributed to emotional or mental health, then the teachers should discuss the problem with the SEN Co-ordinator. A decision will be made about entering the pupil's name on the SEN list and setting appropriate targets for the pupil.

A behaviour log and bullying/ discrimination log will be kept with details of perpetrators and victims. This will be regularly analysed for patterns.

SEN and disabilities

Pupils whose behaviour is influenced by their disability should not be punished for behaviours they cannot control or have more difficulty controlling than pupils without the disability. For example, a child with Tourette's should not be punished for shouting out swear words as this behaviour is a result of the disability. The SENCO, Inclusion manager and Head-teacher should be informed if a child, with a disability is regularly finding it difficult to follow the school rules. A specific behaviour management programme should be established for them.

Guidance on the use of Physical restraint

The use of physical restraint is not part of the disciplinary/class management process - it is an **emergency** response, albeit a considered one, to an exceptional situation. If children are likely to need restraint their Behaviour Plans should include guidance, strategies and planning for dealing with them. For example, a pupil known to place himself at risk through running out of school may be restrained from doing so, even though this would not be common practice in the school as a whole.

Staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk.

Physical restraint should only be used as an exceptional measure when a pupil is placing herself/himself or others at serious risk of harm. It should only be used when verbal comments do not control the unacceptable behaviour, and should never be used as a means of disciplining a pupil. Physical restraint should be an act of care, not of punishment or aggression. Any use of physical restraint must be recorded and the parent/carer must be informed by the Headteacher or Deputy Headteacher. Please see the Physical Restraint policy for more detailed advice.

Rewards and Sanctions at Break and Dinner Time

Pupils are expected to show all adults working in the school the same respect.

The playground supervisors reward pupils who have behaved well or whose behaviour has improved in the playground by **verbal praise and positive affirmation**. MDMS can nominate children who have behaved well in the playground for a certificate and prize in Friday's assembly.

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A MDMS is assigned to each class to supervise during wet play. The MDMS should accompany the classes inside and help to supervise “trouble spots” like the stairways and cloakrooms.
A member of the SMT and a Learning Mentor is always on duty at lunchtimes.

Supervisors will deal with minor incidents by giving a verbal reprimand and explaining why the behaviour is unacceptable or by giving the pupil “cooling off” time when the child stays with the supervisor or teacher or in a specific area of the playground.

For more serious incidents the supervisors will refer the pupil to the SMT member on duty who will:

- Discuss the incident with the pupil
- Apply an appropriate sanction, such as time out by the wall, or in the group room with a time out sheet.
- Inform the pupil's teacher

In the case of very serious incidents such as fighting, bullying or racist abuse, the following sanctions apply:

Pupils who fight in the playground will be excluded from that area – see stage 2 above. Children will not be allowed out at all until they have apologised to one another. Racist behaviour is punished by exclusion from the playground area in the same way and a written apology is expected.

All racist incidents are recorded and reported to the governing body of the school. All schools nationally, report racist incidents to their Local Authority every term. This is a Government requirement. The school also reports all other discriminatory pupil behaviour.

A letter will be sent home to parents of any child who breaks the school rules – or uses racist language. After dealing with the incident the Senior MDMS/SMT member/Learning mentor will inform the pupil's teacher.

As far as possible, the same arrangements for sanctions will apply at Break and Dinnertime. Teachers on playground duty should ensure that class teachers are made aware of any incidents that occur at playtime.

Searching and screening and confiscation (latest advice September 2022 Dfe
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;

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- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person

(including the pupil).

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising its powers, the school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

We recognise that being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See [Keeping children safe in education](#) and [Working together to safeguard children](#).

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. Staff may refuse to search a pupil and a pupil may refuse to be searched. The school will always follow the latest advice from the DfE on conducting a search.

Staff may confiscate banned items and will return these to the parents, usually at the end of the day (unless the items are illegal) . Parents will be reminded that the items are banned. Banned items may include items such as sweets, jewellery, money, mobile phones. If illegal items are found the school will contact the police and the DfE guidelines state that, in almost all cases, these should be passed to the police.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. At Lawdale Junior School we will attempt to return all legal items to parents and have a discussion with parents as to why they are not permitted in school.

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All searches and confiscations of prohibited items will be monitored and recorded by the headteacher.

The school does not use screening devices at its entrances.

Mobile phones

In accordance with Department for Education's guidance, *Mobile Phones in Schools* (February 2024), the school prohibits the use of mobile/smart phones throughout the school day.

EQUAL OPPORTUNITIES

The staff of this school are opposed to discrimination of any kind and foster this belief in equality by the inclusion into the curriculum of those appropriate elements, which will reinforce this belief. All children will be dealt with in the same way according to this policy in a fair and consistent manner.

In our school we aim to create an atmosphere where each individual feels respected and valued regardless of their colour, religion, race, gender or physical appearance or any form of disability.

We aim to give all children the same educational opportunities and to educate children to live in Britain's multi-cultural society by fostering respect for each other, harmonious relationships and the fundamental British value - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- Words that insult hurt or upset an individual such as name-calling or racist comments.
- Actions that seek to make an individual or group feel left out, inferior or victimised.

See also

- School Rules
- Guidance on the Use of Physical Restraint
- Anti bullying policies and statements
- Head teacher's Behaviour log (kept in the Time Out Room)
- Time Out form (kept in the Time Out Room)
- Letters sent home for racist behaviour and letters sent home after a fight/incident (kept in the Time Out Room)

Recording serious incidents.

Please record exclusions from the class on CPOMS on each day of an exclusion.

Time Out Room

To be used for	Not to be used for
Fighting Name calling Defiance Bullying Racist incidents Homophobic name calling	Finishing off work or homework Chatting in assembly Minor class incidents using the 3 tick Not lining up properly Forgetting reading books etc.

Further information

Other relevant departmental advice and statutory guidance

- [Behaviour in Schools guidance](#)
- [Schools and College security guidance](#)
- [Equality Act 2010 and schools guidance](#)
- [Keeping children safe in education guidance](#)
- [Use of reasonable force in schools guidance](#)
- [Working together to safeguard children guidance](#)
- [DfE and ACPO drug advice for schools](#)

Other advice

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice](#)

Appendix 1

“THINK IT THROUGH”

Name:

Date:

What has happened? How did the incident happen? Start from the very beginning.
Why were my actions/words wrong?
What will I do differently in future?



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