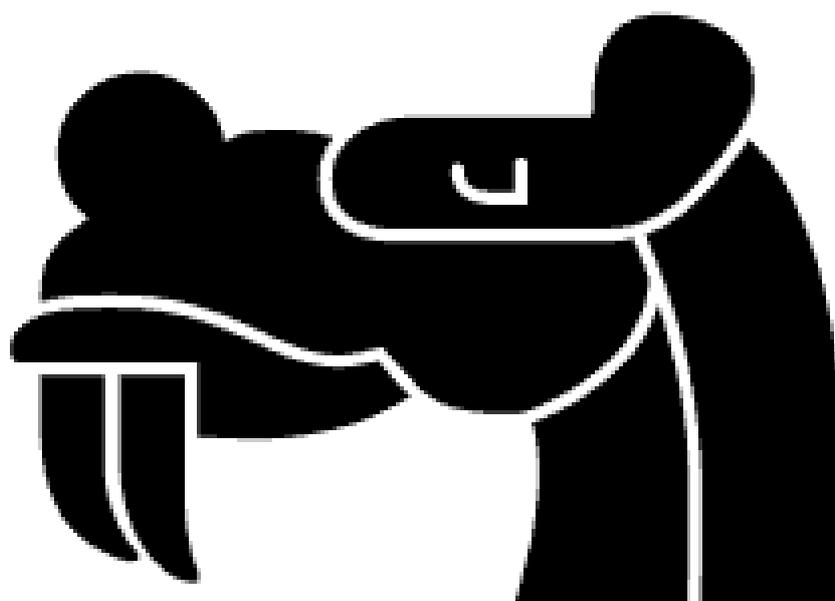


Longlands Primary School and Nursery



Behaviour Policy

Behaviour Policy

Aims

- To develop a whole school behaviour policy, supported and followed by the whole school community, parents, staff, children and governors, which is based on a sense of shared values.
- By applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self discipline and to encourage children to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

General Management

1. All pupils have the right to work in a calm, safe, supportive and purposeful atmosphere.
2. All pupils have the right to come to school without the fear of being bullied – see separate Positive Relationships Policy.
3. The 'School and Playground Rules' are common throughout the school and displayed in the classrooms and on notice boards.
4. Each teacher will negotiate a more personal set of rules with their own class at the beginning of the school year and review these on a regular basis with their class; these will be clearly displayed in each class.
5. The school council of pupil representatives, peer mediators and playground squad helps to give pupils a sense of involvement and citizenship.
6. Incidents of inappropriate behaviour will be recorded on CPOMS
7. We expect all children to follow the School Rules. Though it is acknowledged that for some pupils with Special Educational Needs this may be more difficult at certain times and reasonable adjustments will be made.
8. Risk Assessment Management Plans will be used to deal with more extreme cases of disruptive behaviour.

Guidance and Training

All members of school staff have received Hertfordshire STEP's 'Step On' Training. Guidance and training is essential in this area.

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor- Herts Steps.

(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was appropriate, reasonable and proportionate).

A Therapeutic Approach

At Longlands we recognise that positive experiences create positive feelings and positive feelings create positive behaviour. As a school we believe that we need to give pupils positive experiences, which help promote positive feelings in order to help them to show pro-social behaviour. It is the responsibility of every adult of our school to seek to understand the reason why a young person is presenting difficult or dangerous behaviour and work to change the circumstances in which the behaviour occurs. The Herts Steps programme provides tools and guidance to assist in this area.

The role of the class teacher and support staff

- It is the responsibility of all staff to follow principles and procedures outlined in STEPS training, including use of Positive Phrasing, De-escalation Script, limited choices and restorative questions both in class and on the playground.
- It is the responsibility of class teachers working in conjunction with any support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner.
- All staff must enforce the school rules through reminding and re-stating and recognising and celebrating when they are followed.
- Staff must be pro-active at responding to behaviour rather than re-active and when a child is seen to not be following the rules then they should be reminded of the rules, re-directed to a task or distracted as a means of responding to the behaviour observed.
- The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The staff will treat each pupil fairly, and enforces the school rules consistently. The staff will treat all children with respect and understanding.
- If a pupil misbehaves in class by breaking school rules staff will deal with incidents using strategies listed later within the sanctions part of this document
- However, if misbehaviour continues and staff feel that the pupil would benefit from having another member of staff to reinforce what they have said then the class teacher seeks help and advice from the Deputy or Headteacher.
- Staff will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a pupil with the LA Behaviour Support Team or LA Education Support Centre.
- The class teacher reports to parents about the progress of each pupil in their class at parents evening and in end of year school reports as well as when appropriate informally during the course of the year, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.
- These actions are taken only after the school governors have been notified.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher.
- If they feel further discussion is necessary, they should then contact the Deputy or Headteacher.
- If these discussions cannot resolve the problem, a copy of the complaints procedure is available from the office.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

School Rules

Our School Rules were agreed by the pupils and agreed by the School Council.

- We will always be kind, friendly and helpful
- We will respect our school environment and the people around us
- We will always be polite and use good manners
- We will always try our best
- We will listen when other people are talking

Promoting Good Behaviour

One of the key aims of this policy is to encourage children to practice good behaviour by operating a system of praise and reward.

Informal Rewards

- Giving praise in the classroom and the playground that is clear and specific to the action/behavior seen e.g. “good listening”, “good talking”, “good explanation” etc.
- Sending a pupil to other adults for praise
- Giving stars, stickers and smiley faces
- Writing, telephoning or telling parents or carers how well behaved and hardworking their children are
- Moving children up the behaviour Diamond
- Comments on children’s work
- Sending a ‘Marvelous Me’ home to praise children for excellent work or behavior.

Formal Rewards

Golden Book

During Celebration Assembly each Friday Children may be nominated for the Golden Book. Their names are read out in assembly and parents receive a Marvellous Me whilst the child’s name is mentioned on the weekly update on our website.

Pupils may be nominated for the following reasons amongst others:

- Consistently kept to the school rules
- Exemplified one of the school’s core values
- Demonstrated Improved attitude to learning
- Demonstrated an effort to improve behaviour
- Produced an exemplary piece of work for their ability

Sanctions in the Classroom

A warning system known as 'the Behaviour Diamond' is used by all staff. This helps to reinforce positive behaviour, as well as giving choices to those pupils displaying inappropriate behaviour, as pupils can move up and down the pyramid according to behaviour.

1. When inappropriate behaviour is noted, the pupil is told to stop and a warning is issued. The pupil's name is moved to the section of the pyramid.
2. The pupil is given a second warning and their name is moved down to the next section of the pyramid. They are moved to a Time Out area within the classroom.
3. If the pupil continues to behave in an unacceptable way their name is moved down to the next section of the pyramid. At this stage pupils are given a supervised consequence, e.g. stay in at break or lunch with an adult to address the behaviour.
4. If the pupil continues to behave in an unacceptable way their name is moved to the red section of the pyramid. They are sent to the Headteacher or Deputy Headteacher's room for Time Out. At this stage parents will be sent a letter regarding their child's behaviour. If three letters are sent home in any one term parents are then asked to see the Headteacher.

If a pupil chooses to modify their behaviour, their name may be moved back up the pyramid.

Each day is seen as a fresh start and all pupils' names are placed back at the middle of the pyramid.

If a serious incident of dangerous or difficult behaviour occurs the pupil concerned should be sent directly to the Headteacher or Deputy Headteacher.

All significant incidents of inappropriate behaviour which is dangerous or difficult should be logged by the relevant adult on CPOMs. Also where there is a particular pattern of behaviour this should be recorded on CPOMS.

For some children, with more complex needs, the Behaviour Pyramid may not be an appropriate strategy, in such cases a more personalised sanction may be implemented, in conjunction with the SENCO.

Sanctions in the Playground

- If a pupil displays inappropriate behaviour during break or lunchtime they will be given a warning. Followed by Time Out if behaviour fails to improve.
- In the KS2 playground the pupil will be asked to stand at the bottom of the playground outside year 4 and 6 classrooms.
- In the KS1 playground the pupil will be asked to stay with an adult. The pupil is told "this behaviour is unacceptable". After 5 – 10 minutes pupil will be given opportunity to join in with a reminder of what behaviour is expected and is supported to understand what to do differently next time and how to repair and restore the situation. The child's teacher is informed at the end of play.

- If after Time Out a pupil continues to behave in an inappropriate way they will be sent inside for the remainder of break time.

Sanctions in the Foundation Stage

In the Foundation Stage, the four step warning system is verbal and immediate, in addition to giving choices to those pupils displaying inappropriate behaviour.

1. The pupil is told to stop and a warning is issued with a discussion about behaviour.
2. A second warning is given with an explanation about behaviour so that the child understands behaviour with in-class time out on a chair. The pupil is supported to understand what to do differently next time and how they can make things better.
3. If the pupil continues to behave in an unacceptable way he or she is given a supervised consequence e.g. 5 minutes without play.
4. Children are sent to Headteacher for time out.

Consequences and sanctions

At Longlands adults have the responsibility to use consequences, which have a relation to the difficult or dangerous behaviour and as a result help the young person learn and develop positive coping strategies and behaviour. The use of consequences is about creating a learning opportunity directly relating to negative behaviour. Consequences may include; completing a task, limiting access to play resources, being escorted when moving around the school, assisting with repairs, completing work, rehearsing skills the child is finding difficult. The use of constructive consequences should inform planning and practice at Longlands.

When faced with a dangerous or difficult behaviour

Any adult seeking to support a young person whose behaviour is either difficult or dangerous can act in a way that can either make the situation worse or can calm the situation. It is the responsibility of all adults at Longlands to follow the guidance provided in Herts Steps training to support the young person and to never knowingly act in a way that would raise a child's anxiety levels. This can be achieved through one of our or a combination of the following as appropriate:

Positive phrasing e.g.

- Stand next to me
- Put the toy on the table
- Walk beside me
- Stay seated in your chair
- Please/thank you

Limited choice e.g.

- Put the pen on the table or in the box
- When we are inside, Lego or drawing
- Talk to me here or in the corridor
- Are you going to sit on your own or with the group?
- Are you starting your work with words or pictures?

Disempowering the behaviour e.g.

- You can listen from there
- Come and find me when you come back
- Calm down in your own time

Use of de-escalation script e.g.

- Use the person's name- "Simon"
- Acknowledge their right to their feelings "I can see something has happened"
- Tell them why you are there "I am here to help"
- Offer help "Talk and I will listen"
- Offer a 'get out' (using positive phrasing) "Come with me and...."
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Types of unacceptable behaviour

All staff take into account the ages and abilities of the children when deciding if a behaviour is acceptable or not. The following list should, therefore be interpreted in a way that is appropriate to the age and social and emotional development level of the children they are working with: -

- Failing to follow adults' instructions-i.e. oppositional behaviour
- Failing to follow agreed rules
- Inciting bad behaviours in others
- Behaviour designed to disrupt the learning of others
- Biting, spitting, hitting, kicking, pushing or throwing objects
- Bad language and swearing
- Making unkind remarks
- Deliberately damaging property
- Answering back repeatedly and continually, rudeness or aggression to an adult or peers
- Stealing
- Racist or other prejudiced comments
- Bullying

Fixed term and permanent exclusions

- We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and pupil referral units in England (DfE, September 2017). We refer to this guidance in any decision to exclude a pupil from school.
- Only the Headteacher or Deputy in her absence has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to

the governing body. The school informs the parents how to make any such appeal.

- The Headteacher informs the LA and the governing body about any exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring and Evaluation

- Serious incidents of inappropriate behaviour and sanctions are recorded by the Headteacher or Deputy on CPOMs and are reported to the LA as appropriate.
- Teachers and Teaching Assistants may be asked to make detailed observations to highlight typical behaviours during identified sessions that a pupil finds difficult.
- Staff may annotate pupil's work to highlight circumstances.
- The Headteacher and Deputy Headteacher/SENCO will review these documents on a regular basis to establish if there are particular pupils who may benefit from a Risk Assessment Management Plans or support from outside agencies.

This policy will be reviewed annually.

Date: September 2019

Next review: September 2020