



## Behaviour Policy

Living and Learning in the Light of God

friendship ♦ reverence ♦ courage

*Lady Elizabeth Hastings' is a welcoming, safe, fun and outward-looking school community in which Christian values are lived out. Inspired by a culture of creativity, coupled with high expectations, our confident, happy and caring children are active learners who achieve their best.*

### Rationale

Our approach to promoting good behaviour is underpinned by our Christian values. As a school community, with Christ at its heart, we try to show love, friendship, respect, understanding and forgiveness to one another. We want all members of our school to feel valued, special and a sense of belonging. Positive relationships and good behaviour enable children to feel happy and safe at school and this supports children in being receptive to teaching and learning. Good behaviour in school also allows teaching and learning to progress, free from disruption. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together cooperatively and supportively.

### Aims

We want our children to:

- be guided by the teachings of Jesus -

*...love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples." John 13:34-35*

*Do for others just what you want them to do for you. Luke 6: 31;*

- have good friendships with their peers and positive relationships with adults;
- develop their own conscience and learn to reflect on and take increasing responsibility for their actions;
- to develop high expectations of their own behaviour;
- develop empathy, kindness and care for others, learn to share; demonstrate patience and prioritise the needs of others;
- understand democracy, fairness and justice;
- be proactive about their role in reconciliation;
- resolve conflict through talking, listening, being prepared to compromise, showing generosity of spirit;
- be able to stand up for themselves, their rights, their views, and what they know to be right in peaceful ways;
- develop self-confidence and self-esteem;
- understand what is acceptable and appropriate in positive relationships as a good basis for fostering positive relationships as they grow up;
- Behave in ways which support their learning and the learning of others.

### School Rules

Out school rules were developed through the work of the School Council. They are based on our core values and apply to all members of the school community.

#### Friendship

Be a good friend and include others.  
Treat others as you would like to be treated.

## Lady Elizabeth Hastings' CE VA Primary School

### Reverence

Walk and speak quietly, around school.  
Look after the school environment and other people's property.  
Look smart and present your work neatly.

### Courage

Have a go; work hard, stick at it!

### **Leadership**

School leaders drive and support the implementation of the behaviour policy through being excellent role models for staff and pupils; setting high expectations for good behaviour and discipline; ensuring staff develop good classroom management skills and behaviour management strategies as part of their continuing professional development; and by supporting staff with the management of persistent disruptive behaviour or especially challenging behaviour.

Governors must agree, review and monitor the effectiveness of the schools' behaviour policy as well as act as good role models for the school's core values and expectations of positive and professional relationships based on respect.

### **Consistent approach**

School leadership and all staff must model and promote good behaviour and positive relationships. It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

Staff must:

- make clear our expectations of good behaviour;
- be tolerant, warm, pleasant and approachable with all children and treat all children fairly and with respect;
- raise children's self-esteem and self-confidence;
- use rewards, rules and sanctions clearly and consistently and in keeping with this policy;
- be a good role model in treating others with patience and kindness and respect, being quiet around school etc;
- form positive relationship with parents and carers so that children are receiving the same messages about expectations of behaviour from home and school;
- deal with any incidents promptly and inform parents when necessary;
- recognise that each child is an individual and to be aware of his/her needs;
- make it clear, when reprimanding a child, that it is the behaviour not the child which is unacceptable;
- stay calm when dealing with unacceptable behaviour;
- class teachers must be informed of any incidents of note involving pupils in their class relating to behaviour, friendship issues, potential bullying etc which take place at lunch time or break time or in Out of School Club.

### **Classroom management**

Teachers and teaching assistants must manage classrooms in order to minimise opportunities for disruption by:

- establishing clear routines to enable the classroom to run smoothly;
- developing a class charter with children so that there is consensus about how to create a calm, positive classroom ethos;
- managing quiet and calm movement around the classroom, around the school and between the playground and the school building;
- ensure classrooms are safe, tidy, organised, pleasant, stimulating learning environments in order to communicate high standards and high expectations or pupils' behaviour and approach to work;
- have a system for gaining quiet such as a clapping pattern, a hand signal or use of a tambourine/ triangle etc.

## **Teaching and supporting children**

Children learn about how to treat one another and behave well through:

- regular PSHCE lessons – including use of SEAL resources and Circle Time;
- exploration of values and Christian teachings in daily worship including a reverential approach to diversity;
- some curriculum themes which are relevant such as Democracy; In Someone Else's Shoes etc;
- anti-bullying week activities which are then refereed to during the year;
- a strong SRE programme which supports the development of positive relationships and a positive self-image;
- use of high quality literature at the heart of the curriculum in which children learn about relationships, motivation, feelings through discussion of the characters and referring these back to their own lives;
- development of a curriculum which provides opportunities to explore diversity, learn about other cultures and religions
- through high quality RE teaching which promotes reflection, questioning, listening to others and tolerance and Christian values;
- daily interaction with staff who model expectations for behaviour, refer to our school values and rules, and who support children in developing empathy.

### Behaviour for learning

Children are taught meta-cognitive and self-regulation strategies (known as 'Learning to Learn' in our school). These are promoted in class and at times explored in relation to values which are worship theses such as perseverance and courage. A conscious approach to developing a growth mindset outlook across school, promotes the development of self-esteem and behaviour for learning strategies. Praise, oral and written feedback, and displays in class are used to recognise good learning behaviours.

### **Behaviour strategies**

#### Reinforce good behaviour

Staff should focus on pupils' appropriate behaviour and reinforce this by using praise, stickers and other rewards. Noting children, by name who are demonstrating expected behaviour, encourages others to follow suit. Praise should be specific and note the child's good behaviour eg 'You came to the carpet quietly; well done, Jack!'

Staff should have high expectations and be consistent in ensuring children meet these. For example, if a teacher asks for quiet in order to speak to the class, they must ensure that every child complies before beginning – every time.

At the start of the school year, teachers and school leaders must be especially explicit about expected behaviour and the school rules. Teachers must involve children in drawing up and agreeing a class charter, and be consistent about insisting on compliance. Class charters and school rules and the school rules must be referred to regularly. From time to time in the school year, expectations should be revisited, explicitly, so that behaviour doesn't slip. Staff should ensure that they remain consistent about high standards of behaviour during the year and do not start to overlook inappropriate behaviour.

#### Conflict Resolution

Children should be encouraged to resolve minor disagreements themselves with prompts as to how they might resolve problems. Children must be listened to and supported in conflict resolution by adults or, where appropriate, by other adults. Children need to be encouraged to show empathy, to take responsibility for their behaviour, to make amends – where possible, to apologise and to forgive

### Dealing with inappropriate behaviour

Staff should:

- remain calm;
- use low-key responses to inappropriate behaviour, especially low level disruption: a look, a pause, proximity, a 'blocking' hand signal;
- focus on the inappropriate behaviour rather than the child - the behaviour is unacceptable, not the child;
- use humour to defuse situations, where appropriate – although be careful not to make fun of children or humiliate them;
- make consistent use of the sun/cloud or traffic light system as detailed in this policy;
- be proactive rather than reactive - don't get into an argument with a child, focus on what you want the child to do now;
- give a child a way out of a situation – don't back them into a corner, give them a choice, give take up time, where appropriate, after an instruction;
- minimise teaching time dealing with inappropriate behaviour, if possible, for example ask a child to remain behind at break to talk to them about their behaviour, or send for another adult.

Where children make poor choices and display inappropriate/unacceptable behaviour, staff discuss their behaviour with them using clear and consistent language. Children are encouraged to see the impact of their behaviour and the effects on others. Children should be encouraged to show empathy, take responsibility for their behaviour, make amends – where possible and apologise,

Staff need to remain calm and resilient in the face of unacceptable behaviour. If a child's behaviour is becoming unmanageable, staff members should ask for help. In the moment, that might be a child going to another class for some time out or another child or TA going to ask the headteacher to come and attend to the child. Do not send a child out of the classroom where they would be unsupervised. Longer term, staff can work with colleagues to develop strategies and a system of support to aid management and improvement of the pupils' behaviour.

Persistent or serious inappropriate behaviour will result in school contacting parents to discuss the matter and to work together to improve behaviour.

Significant or repeated incidents of inappropriate behaviour are recorded in a log book in the Headteacher's office.

### **Dealing with unacceptable behaviour outside of school**

In cases where a pupils' misbehaviour or bullying behaviour out of school,

- adversely impacts on the wellbeing or safety of another pupil,
- has repercussions for the smooth running or school and/or effective learning of pupils in school,
- or could impact negatively on the reputation of the school, or when a child misbehaves whilst
- travelling to or from school,
- involved in a school-related activity,
- wearing the school's uniform or identifiable as a pupil at our school,

then the child's conduct will be addressed in accordance with this policy. The child's behaviour will be addressed on the school premises by a member of staff.

If a child's reported or witnessed misbehaviour outside school is criminal behaviour, this will be referred to the police.

### **Needs of pupils who display continuous disruptive behaviour**

It is important to reflect on the triggers for children's unacceptable behaviour – issues at home, poor self-esteem, the pitch of learning/clarity of instructions, seating arrangements/proximity to other pupils, feelings of anger etc. If these can be identified, then the school may be able to work on alleviating. Does the behaviour suggest unmet educational or other needs?

## Lady Elizabeth Hastings' CE VA Primary School

Parents and carers need to be involved in working with school staff and the child to support improvements in the child's behaviour and possibly addressing triggers for unacceptable behaviour.

One-to-one work and small group work is used sometimes to support appropriate behaviour and the formation of good friendships.

It will often be appropriate in these situations, to set targets relating to improvements in behaviour which have rewards and sanctions built in. Targets need to be achievable, especially early on in the process, in order to plan for some success which can then lead to a gradual upward spiral of improvements and rewards.

Where behaviour does not improve or is especially challenging, the advice and support of other agencies may be sought. The SENDCo, who also has a remit for pupils' emotional and mental health, supports in arranging for other agencies to be involved.

### **Safeguarding**

The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND. Staff give consideration to consider whether a child's behaviour suggests that the child is suffering harm or likely to suffer significant harm – if so staff follow the guidance in the school's Child Protection Policy.

### **Rewards and Celebrations**

Rewards are used to acknowledge good behaviour – including good learning behaviour - and attitudes to help children to recognise when they are behaving well. Rewards in school include:

- Praise, stickers, stamps;
- Team points for good behaviour, working hard and achievements in learning: (10 team points = 1 crystal to be taken to the Headteacher's office and put in the house jar. There will be verbal praise for pupils, and each term, a reward for the winning house);
- Certificates (attendance, Athletics, RWInc, KIRFs) and Writer of the Week pencils;
- Recognition in the newsletter of achievement, pupils behaviour out of school on visits, sporting efforts etc
- Sharing of achievements beyond school, in worship;
- Celebrating our Work worship offers opportunities for pupils to showcase their learning and hard work to parents and for positive feedback from school leadership and applause and affirmation from the school community;
- Star of the Day awarded to pupils in class for demonstrating good behaviour/good learning behaviours.

### **Sanctions**

It is appropriate to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow reasonable instruction. Children need to know that there is a consequence to their behaviour. Sanctions must be proportionate.

Sanctions are in addition to pupils being expected to take appropriate restorative action where this is possible and encouraged to offer apology to those affected by their actions.

Children may be reprimanded by staff for unacceptable behaviour but adults should take care to make it clear that it is the behaviour not the child which is unacceptable.

System in use in classes:

- Class 1 and 2 use a 'weather' system. All children are on the sun display, and poor behaviour results in pupils having to move their name peg onto a warning 'cloud', then on to a 'raincloud' where there is a consequence – usually missing part of break time whilst children are encouraged to think about the impact of their behaviour and how they should have behaved. Repeated movement onto the 'raincloud' results in being sent to the headteacher.

## Lady Elizabeth Hastings' CE VA Primary School

- Classes 2-5: There is a 'Traffic Light' system where, for inappropriate behaviour, children's names can be moved onto green, then to amber, and to red, with a consequence at each stage, resulting in being sent to the head should the child reach red.
- We believe in forgiveness, each day being a new start, and pupils' names are taken off the traffic lights or clouds at the end of each day. This fresh start should be communicated by the demeanour of staff who appear friendly, welcoming and encouraging.

Sanctions for inappropriate/unacceptable behaviour are:

- a child having to sit quietly on a chair to reflect on their choices (as a guide - for the same number of minutes as their age);
- missing break time – children must be supervised by a member of staff;
- tidying the classroom/cloakroom – unless this is a task a child would particularly welcome;
- repeating unsatisfactory work or completing unfinished work;
- loss of privileges or treats.

(Children should not miss a particularly enjoyable subject in the curriculum as a sanction for earlier unacceptable behaviour.)

For more serious incidences, the Deputy Headteacher or Headteacher is involved straight away, without the child progressing through the traffic light system. Examples of this more serious unacceptable behaviour would be:

- rudeness/swearing towards staff;
- refusal to follow instructions;
- striking a member of staff;
- physical aggression;
- fighting;
- bullying;
- racism;
- vandalism/damage to property;
- theft;
- truancy.

In these situations

- parents/carers are contacted
- behaviour is logged in the behaviour log in the head's office,
- a proportionate sanction is put in place which may extend to exclusion which could be temporary or permanent;
- support is provided for the any pupil/member of staff affected;
- appropriate support for the perpetrator which is likely to involve the support of outside agencies;
- the support of the Family of School's Safer Schools Officer may be called on, if required.

### **Confiscation of property**

School staff can confiscate a pupil's property where the property is resulting in disputes, is a threat to pupils' safety, is inappropriate to have in school, is a distraction from learning or impacts on the smooth day to day running of the school.

### **Expectations of parents and carers**

We aim for home and school to work in partnership to promote appropriate behaviour, set high standards and to support children with improving their behaviour where necessary. It is hope that parents and carers will:

- to follow the Home/School agreement;
- to make children aware of appropriate behaviour in all situations;

## Lady Elizabeth Hastings' CE VA Primary School

- encourage independence and self-discipline;
- show an interest in all that their child does in school;
- foster good relationships with the school;
- be aware of the school rules and expectations and to support the school in the implementation of this policy;
- alert the school as soon as there are any concerns.

### **Managing pupil transition**

Where children display particularly challenging or on-going disruptive behaviour, their needs will be shared during transition processes, as would those of any child with additional needs, so that arrangements can be made to support transition and facilitate a successful start at the receiving school. Any effective practice in terms of supporting the child with behaving well, will be shared. The views of the child and the involvement of parents and carers will be included in discussions and decisions about transition arrangements.

### **Links to other policies:**

Anti-bullying

Pupils' Anti-bullying Guidelines

Positive Handling

Teaching & Learning

SEND

Equality

Child Protection

Dealing with Allegations of Abuse against Staff – guidance from Leeds LA

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