



BEHAVIOUR POLICY

**Reviewed
September 2018**

Long Toft Primary School.
Behaviour Policy.

This policy was written following a process of consultation with all staff, children and Governors and reviewed due to new Government guidelines issued in February 2014.

1. School aims and objectives.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. We work to the principles of a restorative ethos. This behaviour policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.

2. Principles: Why we need good behaviour.

To improve life chances through:

- Keeping the school community safe and secure;
- Fostering mutual respect and understanding;
- Developing good social skills;
- Promoting emotional well being;
- Developing increased self esteem;
- Giving consistency and structure;
- Creating a relaxed and enjoyable climate
- Enabling effective learning and teaching and raising standards.

3. Teaching and Learning.

3.1 Promoting positive behaviour in the classroom.

Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities and are delivered with pace and enthusiasm. Teaching methods should encourage interest and active participation for all, within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Generous use of praise should be used to encourage good behaviour as well as good work by focussing on positive examples. Wherever possible, transgressions should be dealt with discreetly to maintain the focus on positive behaviour in school. Classroom strategies are based around whole school agreement with each community negotiating their own variations. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the

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classroom, teachers need to be consistent and respectful in their interactions. Scanning, anticipating and intercepting positively can prevent disruption. When actions have caused harm and consequences have been applied it is important that the teacher quickly repairs and rebuilds relationships.

3.2 Classroom management and environment

Classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging good behaviour, layout of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Quality materials and resources should be accessible thus reducing uncertainty and avoiding disruption. Displays should develop self esteem and raise aspirations through demonstrating the value of every individual's contribution.

4. Golden Rules and Golden Time.



Expectations for behaviour are made explicit through 'Golden Rules' which are displayed in pictures and texts around school. These rules are referred to at all times to maintain consistency and embed understanding. Children earn 'Golden Time' by following these rules.

- Children sign up on Mondays for their chosen activity.
- Children are entitled to their 'Golden Time' ticks throughout the week for following the 'Golden Rules'.
- Quality negotiated activities take place for 30 minutes on Friday afternoon.
- Children have the opportunity to earn back some of their lost 'Golden Time'.
- Staff aim to 'catch children being good' and reward with praise.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

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Rewards used include:

- weekly 'Golden time'
- verbal praise
- adult/peer acknowledgements
- stickers/stars/stamps
- class rewards
- 'Star of the Day'
- weekly 'Star of the Week' certificates
- letters home from head
- team points
- sent to another teacher/Head teacher with work
- lunchtime raffle tickets and prizes
- written comments on work
- extra privileges
- displays in class
- achievement assembly
- termly 'Golden Treat' for children who have not lost any 'Golden Time'.
- end of year 'Golden Trip' for children who have not lost any 'Golden Time' during the whole year.

5. Sanctions.

If a pupil fails to follow the 'Golden Rules' the whole school agreed 'traffic light system' should be used e.g.

- verbal reminder to the pupil of the 'Golden Rule' that they have broken
- reiteration of the rule and the pupil warned of the consequence
- 'Golden Time' tick not earned

Other sanctions/strategies include:

- structured ignore
- miss 5/10 minutes of break supervised by class teacher
- restorative intervention
- speak to parents to inform them
- inviting parents in to support their child and share strategies
- missing treats such as school trips
- time out in another classroom with appropriate work
- confiscation of inappropriate items (as per Section 94 of the Education and Inspection Act 2006 the law protects staff from liability)

Very rarely:

- Positive Handling - see Positive Handling policy

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- short term exclusion for a fixed period
- permanent exclusion

An exclusion is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments within the organisation to meet the needs of the child, have failed. These could include:

- Working in partnership with parents
- Further personalising curriculum
- Addressing basic needs to support inclusion – food, clothing, nurturing
- Staff peer support for innovation and adaptation of strategies
- Seeking support and advice from partner agencies
- Intervention from pastoral worker
- Peer support and empathy
- Developing a bank of coping strategies using circles

If the Headteacher decides to exclude a child, to secure the well being and entitlement of other children and staff in school, this will be carried out in accordance with Local Authority guidelines and may be as a result of a one off serious incident or persistent violation of school rules.

In the case of malicious allegations against staff the processes are:

- Referral of the child to social care
- Disciplinary Action within school
- Possible Police action
- Pastoral support and care for the member of staff involved
- Safeguarding of both parties by monitoring contact opportunities

For Government guidelines on teachers' powers' see Appendix 1

6. Monitoring.

A record of earned 'Golden Time' is kept by the class teacher. 'Golden Time' is lost in 5 minute increments in order to encourage children to keep trying and to turn their behaviour around, no more than 5 minutes can be lost in any 1 agreed session. Children are encouraged to work to earn some 'Golden Time' back. Any children who earn all of their 'Golden Time' every week will take part in an extra treat at the end of each term. This treat is planned and organised in year group teams. Any children who earn all of their 'Golden Time' all year will be rewarded by a 'Golden Trip' at the end of the year.

Behaviour that causes concern is recorded and shared appropriately i.e. completion of record of behaviour and handed to the appropriate member of staff.

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7. Pupil Support Systems

Staff:

- To listen
- To lead by example, e.g. treating children with respect.
- To deal with any behaviour issues in a calm and controlled manner.
- To be consistent in dealing with pupils.
- To promote the aims and values of the restorative ethos of school.
- To have high expectations of pupils behaviour.
- To promote high expectations of behaviour within the community.
- To meet the educational, social and behavioural needs of pupils by referring to other agencies if necessary via the Inclusion Manager.
- To provide strong school leadership.
- To refer children of concern to the Parent Support Advisor or Pupil Engagement Team.
- To recognise the challenges children face during transition and provide appropriate support and strategies.

8. Staff Training

The leadership team will ensure staff training is updated regularly and reflects the behaviour ethos. The Pupil Engagement Team offer onsite support, advice and training.

Restorative Approaches

Long Toft's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

The process is based on 5 key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

In the Long Toft community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative

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processes do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned.

The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The behaviour policy is supported by reward systems which are valued by the pupils and celebrated in weekly and termly assemblies.

These measures combine to ensure that Long Toft can work towards a non exclusion policy.

What pupils say:

"I know how to behave now. It's easy to be good at Long Toft. Teachers help us when we make mistakes"

"I make mistakes but I know how to put them right."

"I don't want to let my friends and teachers down by behaving badly."

"I am always good - I like to keep my ticks for Golden Time"

"I used to hate school, but now I like coming to school"

Long Toft Primary acknowledges their legal duties under The Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

For further guidance the following policies run along side:

Safeguarding

Positive Handling

Anti-bullying

Allegations against teachers and school staff

Inclusion

Code of Conduct for working with children

Drugs

Equality

E-safety

Appendix 1

Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' Section 90 of the Education and Inspection Act 2006. School will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member and reported to the school following the behaviour policy.