

LANDYWOOD PRIMARY SCHOOL



BEHAVIOUR POLICY

March 2019

This policy is designed to promote good behaviour, self-discipline and respect from pupils at Landywood Primary School. The policy is written in line with the principles of the School Governing Board and should be read in conjunction with our Anti-Bullying Policy, which sets out our school's approaches to preventing and addressing bullying.

It is the responsibility of the Head Teacher to promote self-discipline and proper regard for authority; to encourage good behaviour and respect for others in particular and prevent all bullying among pupils. The Head teacher decides the standard of behaviour that is acceptable in the School, taking into account the direction or guidance from the Governing Board.

The Behaviour Policy seeks to moderate and improve the behaviour of our pupils, including a positive approach of praise, encouragement, incentives and inducements, balanced by suitable punishments that reflect behaviour. At Landywood Primary School, we emphasise positive behaviour and find ways of rewarding those who behave well. Most pupils react well to praise and there is generally something worthy of praise in the majority of pupils. The more negative aspects of behaviour management, such as sanctions and pupil exclusions, are kept in perspective.

At Landywood, we ensure children are not left alone as a consequence of behaviour, children must always be accompanied by an adult.

Whilst wearing our school uniform, the children are representing our school. Any incident that takes place outside of school which may have a detrimental effect on well-being and/or pupil learning will be appropriately dealt with.

AIMS of the Behaviour Policy.

The aims of this policy might be summarised as follows:-

- Provide a consistent approach to behaviour management
- Developing in pupils a sense of self-discipline and an acceptance of responsibility for their own actions

Creating the conditions for an orderly community where effective learning can take place, and in which there is mutual respect between all members, and where there is proper concern for the environment.

We feel that such aims are best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy encouraging children to aim to "Be the best they can possibly be".

We offer a creative, stimulating curriculum to keep children engaged and on task. The use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered, well-motivated school.

A child-centred approach to teaching and a good pastoral system will help to maintain discipline. As teachers, we have an important role to play in noting any changes in pattern of work, behaviour and progress and communicating these changes to colleagues. The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be

differentiated to cater to the needs of the pupil. The School has close relationships with external support services to provide the right support for pupils in need.

Our aim is to ensure that the code of behaviour is understood by pupils and is applied consistently and fairly. We believe the code is reasonable, sensitive and effective. We believe that the code takes account of pupils' special needs, particularly those of an emotional or behavioural nature. Pupils should know that they are under supervision at all times when they are on school premises and/or on authorised school activities. Staff should be in the classroom before lessons begin, because this is a more effective way of obtaining good behaviour.

We aim to provide an environment and opportunities, which are sufficiently challenging for children and yet not so difficult as to be outside their reach. We need to develop self-confidence, self-esteem and resilience. We provide this by considering the following:-

- Is the environment pleasant and stimulating?
- Which areas are the children allowed to use?
- How are they supervised?
- Do they leave areas tidy for others to use? Do we check?
- Is the classroom welcoming? Is it tidy? Is it well organised?
- Are displays attractive, interactive and thoughtfully set out?
- Is equipment readily accessible?
- Do children use and return equipment?
- Are resources used to the best advantage?
- Is the work pitched at the right level?
- Do children understand what they have to do and what is expected of them?
- Are children praised, encouraged and rewarded? How?
- Do children know what to do when they have completed a task?
- Do they work co-operatively?
- Is every piece of work meaningful and of educational value?

The system in place to encourage a positive approach to behaviour and learning is as follows.

Landywood's Golden Rule

We have one Golden Rule at Landywood – **show respect**.

This one rule encompasses everything we would like our children to do in their conduct/behaviour in and out of school, when working with peers, on visits, etc.

How our behaviour system works

- At the start of the day, each child's name is placed on the sunshine.
- If a child demonstrates any of the listed behaviour statements, they will be asked to move their name from the sunshine to the **white cloud**. Should a

- child's behaviour improve, they will be given the opportunity to move themselves back to the sunshine
- If a child persists in unacceptable behaviour, or demonstrates rain cloud statements, they will be asked to move their name from the **white cloud** to the **rain cloud**. This is recorded in the behaviour book. Should a child's behaviour improve, they will be given the opportunity to move themselves back to the **white cloud**.
 - If the **rain cloud** behaviour continues, or this furthers to a **lightning** statement not being followed throughout the day, the child will be asked to move their name to the **lightning symbol**.

When dealing with inappropriate behaviour, the member of staff will refer to the table below, where all behaviours have been categorised according to seriousness.

If at the end of the day a child's name is on the rain cloud or on the lightning, the concerns will be shared with the child's parents. They will not be invited in at this stage but asked to discuss the concern with their child at home.

If during a half term a child's name is recorded three or more times in the behaviour book, their parents will be asked to come into school for a meeting with the class teacher to discuss the concerns.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy and investigated in conjunction with the school's Safeguarding Policy.

DEALING WITH INCIDENTS OF CONCERNING BEHAVIOUR

Children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate, it is sometimes necessary to use a sanction. Before doing so, a cause for the behaviour should be sought (if the work set inappropriate or too difficult, has the child been provoked, etc). In this case it would be necessary to attempt to deal with the cause, before giving a punishment.

If a sanction needs to be given, a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions, a certain degree of flexibility should be allowed for individual circumstances. However the policy must be seen to be fairly applied to all children.

The school's sanction system can be divided into three levels. These are applied at the teacher's / Head Teacher's discretion, after considering both the nature of the particular incident of concerning behaviour and the persistence of the individual concerned.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:-

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:-

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

	Rainbow	White Cloud	Rain Cloud	Lightning
	I can listen to and follow instructions from an adult; first time, every time.	Answering back	Persistently not following instructions	Major disruption
		Not listening and not following instruction(s)	Persistent defiance	Serious acts of vandalism
		Deliberately telling lies/getting others into trouble	Deliberate destruction of another child's piece of work	Serious act of stealing
		Verbal abuse, minor bad language	Minor vandalism	Repeated incidents of bullying
		Unsafe movement	Stealing	Consistent verbal /racial abuse
	I can use good manners and show respect to everyone.	Unsuitable behaviour pushing/kicking/teasing	Direct verbal abuse/racial abuse/persistent bad language	Violent hitting, kicking and fighting
		Disrupting another child's learning, work, games, etc	Threatening behaviour	Violently attacking children and adults.
		Destruction of school property (first time) and other peoples	Isolated acts of violence – kicking, hitting, thumping etc	Repeated rain cloud behaviour
	I can speak and act kindly to everyone to keep us safe and happy	Throwing food in dining hall	Bullying, persistent name calling	
		Inappropriate language or behaviour	Fighting	
		Dropping litter	Non co-operative / bad attitude towards others	
	I can produce exceptional pieces of work	Spitting	Persistent throwing food in dining hall	
		Wearing incorrect school uniform	Leaving the school / trip venue without permission	
			Severe inappropriate language or behaviour	
			Repeated white cloud behaviour	
Classroom		Sanctions 1 - 3	Sanctions 4 - 8	Sanction 9
Playtime		Sanctions 1 - 3	Isolate child, inform class teacher, record in book, sanction 6	Sanction 9
Lunchtime		Sanctions 1 - 3	Refer to Senior Supervisor for her to record	Sanction 9
Clubs		Sanctions 1 - 3	Refer to Assistant Headteacher, excluded for six weeks from clubs	Excluded from clubs for the rest of the year
Educational Visit		Sanctions 1 - 3	Miss next visit	Sanction 9
Residential		Sanctions 1 - 3	Miss next residential	Sent home from residential and sanction 9

Sanction 1 = Quiet warning from teacher
Sanction 2 = Warning in front of others
Sanction 3 = Sit separately to think about actions within current classroom/learning area
Sanction 4 = Sent to another class and behaviour written in *Behaviour Record Book*
Sanction 5 = Sent to Key Stage Leader
Sanction 6 = Sent to Assistant Head Teacher at lunchtime
Sanction 7 = A behaviour plan will be written for you to follow
Sanction 8 = Meeting with parents
Sanction 9 = Sent to Head Teacher – to discuss exclusion

Lunchtime hierarchical behaviour sanctions

Stage 1 –

Warning

Explain to child their behaviour is not acceptable, give them a final chance to correct their behaviour and try to finish on a positive, trying to get them to engage in a positive activity.



Stage 2 –

Time out

Child asked to stand by wall / fence for time to reflect upon their inappropriate actions. This will be for an appropriate amount of time up to a maximum of ten minutes.



Stage 3 –

Referall to Senior Supervisor

Supervise the child going to Senior Supervisor to explain their actions and for Senior Supervisor to discuss with the child their actions and record this in the 'Lunchtime Incident Record Book'



Stage 4 –

Sanctions given by Mrs Williams

Mrs Williams reprimands the child(ren) according to the nature of the incident, the frequency of such incidents and any previous sanctions / warnings.



Stage 5 –

Parent involvement

Parents are contacted through the Leadership Team and asked to come into school to discuss the behaviour and to become involved in supporting the school to prevent a repeat and to appropriately discipline their child for their actions.



Stage 6 –

Fixed-term lunchtime exclusion

Child sent home for lunchtimes for a fixed period of time, depending upon the seriousness of the incident.



Stage 7 –Permanent lunchtime exclusion

Child is permanently excluded.

Lunchtime behaviours are shared with teachers to ensure the children receive appropriate praise/rewards and sanctions, in line with the policy, according to their lunchtime behaviour

REWARDS

It should be recognised that children need encouragement to maintain good behaviour or modify bad behaviour. Clear goals need to be set for work in class and for behaviour in class and around the school and children should be commended for achieving these.

Children, who demonstrate any of the Rainbow behaviours will be asked by the teacher to place their name on the **rainbow**. Parents will be informed at the end of the day through a text message being sent to them.

If a child shows high levels of behaviour for learning **and** shows exceptional effort, they will be asked to move themselves to the **pot of gold**. A text will then be sent home to share this fantastic news and achievement.

Various forms of individual reward can be used, including:-

- Verbal or written praise by adults within the school and particularly from the child's class teacher will result in texts home to parents.
- Teachers will also compare present work or behaviour with that achieved on previous occasions, giving a base line on which to make judgements.
- Special praise from other teachers and members of the Leadership Team can reinforce the first course of action.
- The whole school Achievement Assembly, or praise given in front of the class can give the child a great sense of satisfaction, while providing the other children with a role model.
- Display of children's work is an excellent way of achieving both.
- When compiling a child's yearly report or when talking at Parent's Evening, it should be celebrated where aspects of a child's behaviour or effort can be commended.

HOUSE POINTS

Where appropriate, the school's incentive system can be used to support any of the above. Our house point system recognises achievement and effort in all aspects of school life. Each class has house point charts. Each child's individual achievement is recognised when they reach 10 house points and they are given a token to add to the school's "House Point Collection Tubes" in the front entrance.

Each member of staff will be allocated to one of the four houses and there will be house team meetings to motivate and share best practice. All children in the winning house will go on a celebration visit in July, chosen and booked by School Council.

Monitoring

This policy will be regularly reviewed as to its effectiveness.