

# Langtree Community School

## Positive Behaviour Policy

### Rationale

- Our school is a caring community based on respect, trust and friendship. We work hard to create a happy environment.
- Good behaviour is a key feature of our school life. We strive to ensure that there is a clear, shared understanding between Headteacher, staff, parents, governors and children.
- The curricular objectives of the school cannot succeed if they are to be impeded by poor behaviour. Therefore this policy is seen as being an interwoven element through all aspects of school life.
- Badly behaved children are an important stress factor for both other children and staff.
- We are aware that poor behaviour is often affected by underlying issues in a child's emotional development which need to be addressed alongside the poor behaviour through a whole school approach to the ethos of the 'Thrive®' programme .
- Self-discipline is our ultimate goal and therefore we provide structures to reward good behaviour and change the behaviour of children who, for whatever reason, find this difficult.

### Positive Reinforcement and Rewards

The whole staff has a corporate responsibility for the maintenance of the ethos of the school. We aim to adopt a positive approach to behaviour management by:

- Focusing on what is going well and drawing attention to good behaviour,
- Giving specific praise where appropriate (since too much general praise can quickly lose its value),
- Giving clear and regular reminders of what is expected,
- Setting a good example ourselves, and
- Making it clear that it is the unacceptable behaviour that we do not want, not the child.

Throughout the school appropriate, specific verbal praise is the most widely used reward. In addition, the following class rewards have been agreed through discussion:

<b>Foundation/Class R</b>	:	Stickers, 'high fives' and 'Star of Week'.
<b>Class 1</b>	:	'Bugs' on a whole class reward chart.
<b>Classes 2 and 3</b>	:	Group, table awards or class awards.
<b>Lunchtime:</b>	:	The MTA's have stickers, as have the children running 'Games Shop' or other activities.

### Rules

A limited number of specific rules couched in positive terms provide a focus for discipline in the school. Each year, each class devises its own rules around the basic premise that we will treat each other with kindness and consideration. These rules are displayed in the classroom.

In the Foundation class these issues are discussed in regular PSHE sessions. In the other classes, they are discussed at intervals in Family Groups and Circle Times.

## **Sanctions**

No matter what systems are in use, it is acknowledged that some children will find it difficult at times to cope with everyday school life. In these cases, the sanctions that we have agreed are based on the principle that: sanctions must take account of context, be immediate if possible and should increase in seriousness.

To avoid confusion, groups of children have drawn up the following list of acceptable and unacceptable behaviours in their family groups and these are reviewed from time to time.

### **Acceptable behaviour.**

1. Being welcoming, friendly and kind, and listening to each other.
2. Being polite, saying 'Please' and 'Thank you' and having good manners
3. Listening to grown ups and not answering back.
4. Keeping the school tidy
5. Taking responsibility for what you do wrong and being honest.
6. Respecting others and treating others the way you want to be treated.
7. Trying your best and keeping your work neat.
8. Respecting other people's feelings and helping people who feel sad or down eg by sharing or by including them.
9. Having the courage to say 'no' if someone tries to make you do something you don't want to do.

### **Unacceptable behaviour**

1. Bullying or swearing,
2. Fighting or play-fighting and rough play.
3. Being disrespectful, unkind or rude to anyone, calling names and leaving people out.
4. Winding people up to get them into trouble.
5. Answering back to adults, being rude to them (including behind their back) or not doing what they tell you.
6. Touching or damaging other people's property or the school's.
7. Messing around in the toilets, running in the classrooms and corridor or climbing fences.
8. Throwing stones or sand or dropping litter.
9. Talking in assembly or calling out in class.
10. Bringing sweets (unless it's a birthday) or chewing gum into school.

An Incident log, available in the office is filled in for all serious cases of unacceptable behaviour.

From the Nursery class, we teach the children to respond assertively, rather than aggressively to problems and actively discourage children from trying to take the law into their own hands. They are taught to tell the person to stop, using a big voice if necessary; that they don't like what is happening. Then, they are taught, they must tell an adult. Staff are able to explain to parents the reasons why encouraging children to 'fight back' rarely helps.

We aim to catch children before they misbehave. If we are unsuccessful, then we have agreed the following:

### **All children**

All incidents of unacceptable behaviour will be met with a warning and an explanation of what the consequences of the action will be if repeated.

**Class F:** If working outside, a child will be sent inside for a few minutes. If working inside, the child will be removed from the chosen activity for a few minutes.  
Talking about feelings and how our actions make others feel.  
Use 'Thinking' chair.  
Liaison with parents.

**Class R, 1, 2 & 3:** Warning.  
Remove child from chosen activity or place for a short while.  
Keep child in at playtime for a specified time, to finish work or do some other worthwhile activity.  
Lose some privilege.(e.g. lose some 'golden time' or spend time on 'Playground Detention')  
Send child to Headteacher.  
Teacher may speak to parents and/or initiate individual behaviour chart.  
Headteacher may speak to parents.

Headteacher may work with parents to draw up a behaviour contract.

**In the dining hall:** Warning.  
Sending to the end of queue.  
Waiting until last to get lunch.  
Wait until last to leave dining room.  
Keep in at lunchbreak to do a job or put onto 'Playground Detention'.  
Send to class teacher who may initiate any of the sanctions in the previous list.

**In the playground:** Warning.  
Put onto 'Playground Detention'.  
Report to Class teacher.

All staff keep each other informed of any ongoing discipline-related matters and can, therefore, present a united front. Staff enjoy good relations with our parents and keep them abreast of their child's progress in all aspects of school life, including their behaviour, through informal meetings, formal parent meetings and annual reports. However, any behaviour policy is dependent on the support of parents to make it work and failure to accept their child's part in wrongdoing or refusal to support the school's efforts to discipline their child can seriously undermine our efforts to promote good behaviour.

### **Pastoral support and Referral**

There will occasions when the agreed reward and sanction systems prove ineffective. In these cases, after consultation with the parents and the SENCO, referral will be made to an outside agency, usually the Educational Psychologist.

In extreme cases, a child may be excluded from the school. Exclusion is seen as a last resort since, in itself, it rarely results in a change in behaviour. The LA Exclusion Procedures are appended to this policy.

This policy is monitored by the Headteacher and is reviewed every three years by the staff and the Curriculum Committee of the Governing Body, with appropriate input from children and parents.

**June 16.**