



# Lees Primary School

## Positive Behaviour Policy

The Governing Body and Staff of Lees Primary School accept the principle that good behaviour is a necessary condition for effective learning to take place.

### Standards of Behaviour

At Lees Primary School we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility towards people and property. It follows that acceptable standards of behaviour are those which reflect these principles.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other as their example has an important influence on the children. As adults we should aim to:

- establish an environment where children are ready for learning
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote through example, honesty and courtesy
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability, and disability
- show appreciation of the efforts and contributions of all
- allow children who are not behaving well to see the benefits of positive behaviour

An appropriately structured curriculum, effective learning and excellent classroom management contribute to independent positive learning behaviour. Praise should be used to encourage good behaviour as well as good work.

### Rules and Procedures

These are designed to:

- make clear to children how they can achieve acceptable standards of behaviour
- be positively stated - they are derived from the principles that underpin models of good behaviour
- be applied consistently by all staff so that pupils learn from experience to expect fair, regularly applied responses to inappropriate behaviour
- have a clear rationale, understandable to all
- promote the idea that every member of the school has responsibilities towards the whole

Class rules are developed by the classes at the beginning of the academic year. Whole school rules are part of our ethos and shared intrinsically; we do not have a list of rules on the wall for children to obey around school.

### Inclusion

Whilst our school ethos and relevant sanctions need to be consistent across the school, there are occasions where such sanctions are not appropriate for certain children. We acknowledge that the prime reason for sanctions following behaviour we do not want to encourage at Lees is to ensure that children learn from their behaviour and are less likely to do it again. Where children have specific needs, we recognise that such punishments may not be appropriate and as such, we will deal with behaviour in a more effective way with that child.

## **Positive Behaviour Reinforcement**

There are numerous systems in place to reward positive behaviour. These may include whole school recognition or be on a class or individual basis. The Headteacher also recognises positive behaviour by rewarding children personally and, where appropriate, parents are informed of good behaviour, especially where they have been notified previously about negative behaviour.

Systems in place include:

Good to be Green  
Good Work Assemblies  
Headteacher's Awards.

## **Sanctions**

The use of sanctions are characterised by certain features:

- It is clear why the sanction is being applied
- It is clear what changes in behaviour are required

There is a variety of sanctions that may be used to manage inappropriate behaviour ranging from verbal feedback to exclusion (under the advice of the Local Authority).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is proportional to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone may be ineffective, and additional help should be sought from the SENCO and/or external agencies. Each case is dealt with on an individual basis and carefully considers the specific needs of the child.

## **Strategies for dealing with challenging behaviour**

Consistency should be applied at all times.

- Discuss the behaviour with the child to ascertain the reason
- Explain why action has to be taken
- Take appropriate action such as:
  - a The child can be removed and asked to sit by an adult. In Reception, the child may have 'time out' for a short length of time, i.e. 3 mins timed with sand timer
  - b The child may receive a red or amber card
  - c The child can be temporarily removed from the class group, and be relocated in another class with work (with the prior agreement of the class teacher), or in the hall (under supervision)
  - d The child can be set work to occupy playtimes/lunchtime or spend this time under direct supervision by a member of the SLT
  - e The situation is brought to the attention of the Deputy Headteacher or Headteacher as appropriate
  - f The issue can be discussed with parents
  - g The issue may involve the intervention of the Governing Body

Where classwork has not been completed due to behavioural issues, the classteacher may make arrangements with the child's parents for that work to be completed after school.

## **Breakfast Club and After School Activities**

Children attending the Breakfast Club or any of the before or after school activities are expected to behave as they would in school and treat members of staff and volunteers with the same respect as any other member of school staff.

Children whose behaviour is cause for concern may be asked to sit out of a session, or if unacceptable behaviour continues, may be excluded from them, either for a limited period or indefinitely. Discussions will take place with parents/carers and places at Breakfast Club may be rescinded if unacceptable behaviour is not resolved.

## **Exclusion from School**

If the severity of the behaviour is such that it becomes a matter which may lead to the exclusion of the pupil from school, then the guidelines issued by the Local Education Authority will be followed.

**Lunchtimes**

The school recognises that lunchtimes can be difficult for some children. Children who behave inappropriately at lunchtime will have to spend an allocated amount of time with the lunchtime supervisor before returning to play. Children may have their unacceptable behaviour recorded by the senior lunchtime person that day, and the classteacher/headteacher informed as appropriate. Year 6 children are buddies for children in other year groups, especially new to school and the younger ones.

Children may be excluded from school at lunchtimes due to their behaviour. Children who take free school meals will be supplied with a packed lunch to be eaten at home.

**Recording and Reporting**

Certain incidents may require formal recording and reporting. Such records are maintained confidentially by the school.

**Communication and Parental Partnership**

We give high priority to communication within school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed.

Revised by Policy Working Party January 2016

To be reviewed January 2019