



Ladygrove Park Primary School

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School (and Home) Behaviour Policy January 2018

Rationale

Ladygrove Park Primary School will develop high levels of behaviour in pupils with the support and corroboration of adults at home. Children and adults at the school have the right to feel safe and to be treated with mutual respect. We work to establish a social and learning environment which secures these rights. Good behaviour is essential for effective learning, good relationships and an orderly school community.

Children behave well when:

- They respect people and places
- They understand the needs of others
- They feel good about themselves
- They are honest about their behaviour

Responsibilities

Children have a responsibility for their own behaviour. They need to develop respect for the rights and feelings of others.

The primary goal of all adults is to establish and maintain an environment in which children are encouraged to act healthily, safely, happily, be well-behaved and work hard to achieve their best.

Guidelines

All adults in school are required to follow these guidelines and to be good role models for the children. The emphasis is on expecting, noticing, and praising positive behaviour.

Teachers give time to teaching and modelling good behaviour and establishing class and school routines, particularly at the beginning of the new year. The first few weeks of the new academic year are an “establishment” phase in which children are most receptive to the adults’ expectations for good behaviour at home and at school. Talk about behaviour explicitly and reinforce it regularly.

At school and at home adults should:

- Teach good behaviour/manners through their own conduct (role model)
- Understand that **“what we pay attention to, we get more of”**
- Set a good example in courtesy and care.
- Address the behaviour rather than labelling the child.
- Draw attention to and praise good behaviour.
- Focus on the positives of the school day
- Establish routines to maintain orderly behaviour e.g.:
 - Getting up, being prepared for school
 - Coming in, going out of class;
 - Registration;
 - Attracting the attention of the teacher/parent;
 - What to do when a task is finished;
 - Collecting and putting away equipment;
 - Movement around rooms and throughout the school/ corridors;
 - Going to the toilet– ensuring the toilets are used properly;
 - Cloakroom – tidiness;
 - Wet playtimes

- Organisation for home time

Effective Behaviour Management Strategies:

- Establish and display class/home rules at the beginning of each term and briefly refer to them weekly (Monday morning).
- Ensure that rules are based on the right to feel/be safe, to be treated with respect and to learn.
- Ensure that rules are clear and specific and are phrased positively.
- Refer to the rules frequently.
- Plan effectively to minimise the opportunity for inappropriate behaviour.
- Anticipate places where the child may get stuck or situations they may find problematic and arrange for support at that stage.
- Give clear expectations for work and behavioural standards.
- Use visual timetables and give warnings of deadlines and transitions.
- Respond calmly and consistently to inappropriate behaviour in the form of choices and consequences (*"If you choose to ... then ..."*).
- Allow children sufficient "take-up" time to make the right choices.
- Address disruptive behaviour promptly.
- When possible use effective interventions, starting with the least intrusive:
 - 1) Defuse the situation with humour or affection.
 - 2) Refocus interest / attention.
 - 3) Show displeasure through glance, gesture or expression.
 - 4) Remind child / class of rules with choices and consequences.
 - 5) Move place e.g. time-out.
 - 6) Sanction (see below).
- When tackling misbehaviour, describe the behaviour to the child to make them more aware: *"You are out of your place ...I need you to"* (Don't ask "Why...?")
- Be aware of the targets and strategies for individual children on the SEN register for Behaviour or ASC or with Individual Behaviour Plans.
- Explain the Behaviour Policy to all adults working and helping in the school.

Avoid confrontation and win! (adapted from LA advisory teachers).

- Use visual cues e.g. eye contact, shaking of the head, thumbs up.
- Make a general statement about behaviour with positive recognition of good behaviour; *"I like the way.."*
- Turn away after giving instruction: shows expectation of compliance and allows take up time.
- Tactical ignoring: *"I'm choosing to ignore that but we'll need to talk about it later"*.
- Use assertive phrases: *"I need you to ..."*; *"I think it would be a good idea if ..."*; *"I bet you can ..."*; *"I can see that you are [describe emotion]"*; *I'll come back and see you in a few minutes"*; *"You have a choice: ... or ..."*; *"If you carry on ... then ..."*.
- Praise the smallest indication of correct decision making: *"I can see that you ..., well done!"*
- Avoid being drawn into conflict by responding to child's angry statement. Child: *"I hate you!"*
Adult: *"I know you're feeling angry but my job is to help you ..."*.
- *"Partial Agreement* is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word." Bill Rogers.

Rewards

- ✓ Praise and comments (verbal and written).
 - ✓ Sharing achievement with class and other adults, including parents and SLT.
 - ✓ Sharing at Celebration Assembly
 - ✓ Class rewards e.g. "golden time", extra playtime for achieving specific goals such as reading at home.
 - ✓ Gold and Purple Stars
 - ✓ Life Skills Awards including Resolution (for solving low level issues by themselves)
 - ✓ Friendship Awards
 - ✓ Whole school house reward system.
- (see appendix below)

Sanctions (appropriate to key stages; early stages may need to be bypassed)

Minor incidents:

- 1) Give appropriate warning/clarify the behaviour that needs to change
- 2) A sanction that fits the rule that has been broken (e.g. moving the child to sit next to the teacher).
- 3) Child moved to work in another part of the room for a short period of time.
- 4) Child moved to work in the shared area between classrooms- with appropriate work.
- 5) "Time-out" (see below) from the classroom (e.g. in the shared area or class next door) to calm down and reflect on behaviour

And/or

- 6) Child made to complete work in playtime / lunchtime supervised by the year group team.

Repeated bad behaviour should be discussed with the year group senior teacher (and SLT) and reported to parents by the class teacher.

Serious incidents: repeated refusal to comply with instructions; suspected bullying (see below); racist abuse; serious verbal abuse of a child or an adult; intentional physical assault of a child or an adult:

1. Child should be sent to Senior Teacher/SLT with clarification of what has happened. If SLT support is needed to remove a child then a responsible child / adult should be sent with a verbal message.
2. SLT will decide appropriate sanction based on current incident and any previous form. Sanctions can include any or all of the following:
 - a. formal apology
 - b. missed playtime(s)
 - c. report to parent
 - d. internal exclusion
3. If deemed necessary, following discussion between relevant staff, a serious incident may lead to an external exclusion. This includes an incident which is serious in itself or which is part of a repeated series of incidents. External exclusion can involve:
 - a. Lunchtime exclusion- a parent or guardian would have to pick up the pupil at the start of lunch time and return them at the end
 - b. Half or full day exclusion up to a total of 5 days in one period
 - c. Permanent Exclusion from the school

Teachers will need to provide purposeful work for the period of any internal exclusion.

The headteacher may choose to use a fixed term (b) or permanent exclusion (c) after discussion with relevant staff.

Clarification of "Time-Out"

A teacher may request a child to take time-out, in an appropriate area of their classroom / year group area, either to allow a child to calm down or to reflect on their behavioural choices, and to prepare themselves to re-engage with learning.

Alternatively, if appropriate, a teacher may ask a child to go to the school's **Learning Mentor** for a period of time-out (if the child is known to/involved in working with her), again to allow the child to calm down or to reflect on their behavioural choices, but also to be able to discuss any difficulties, problems or distress which they are unable to do on their own in time-out. The Learning Mentor will judge the length of effective time-out and again focus on helping the child to prepare themselves to re-engage with learning.

The class teacher, a teaching assistant, or the Learning Mentor will support the child as they return to work, praising them for having calmed down / made the right choice. They may choose to discuss the incident at a later stage so as not to reignite challenging behaviour. The child will be expected to catch up on any missed work.

If the child refuses to go for time out, a message will be sent with a responsible child to fetch the Learning Mentor (if known to/involved with the child), a senior member of staff or SLT. If the child's refusal to leave the class poses a threat anyone's safety, they will be removed from class by a member of SLT following guidelines in the physical restraint section below if necessary.

Rationale for Playground Use

For the parents of children starting at school, it must be recognised that a school represents a lower ratio of adult supervision than the parent or child might be used to. Often a child might have been at a one to one adult ratio with their parent in a public playground for instance. Therefore the school playground represents an important step for the child in taking more responsibility for themselves while still being cared for by an appropriate number of adults.

- Adults will patrol the playground with the priority of pre-empting and deescalating possible disputes or incidents. In the case of an incident, this will be resolved appropriately by staff on duty.
- The Learning Mentor makes herself available during, and immediately after, every breaktime and lunchtime, with a particular focus on children she has identified or who have been identified to her, for additional pastoral support.
- If on returning to the classroom the child/children have not calmed down sufficiently to participate in the lesson and the problem persists then the class TA/Learning Mentor should withdraw the child/children to resolve the matter. This is to minimise the disruption to the beginning of the class's lesson.
- After the matter has been resolved satisfactorily the TA/Learning Mentor will report findings to the class teacher at an appropriate time.
- If, however, the matter cannot be resolved by the TA/Learning Mentor within the allotted time then the Class Teacher will reassure the child that they will talk at the next available opportunity.
- On occasions where similar incidents involving the same child/children occur repeatedly or the incident is of a more serious nature, then they are to be sent to the year group senior teacher or SLT directly.
- Lunchtime supervisors should carry a red card to be used to send for assistance in case of a serious playground incident.
- Lunchtime supervisors should always position themselves for maximum line of sight throughout the playground

Physical Restraint

The 1966 Education Act was amended by the inclusion of section 550A in Circular 10/98. DfES/DOH Joint Guidance 2002. The law makes it clear that teachers may use such force as is reasonable in order to prevent a pupil from doing – or continuing to do – any of the following:

- Committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older);
- Injuring themselves or others;
- Causing damage to property (including their own);
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school.

This applies at any time where a teacher is on the school premises or has lawful charge of the pupil elsewhere (e.g. on a field trip or other authorised out-of-school activity).

For more information, please refer to the Physical Conduct and Restraint Policy.

We work hard to Stop Bullying:

Bullying is defined as hurtful acts which are Consistent, Targeted and Not Returned.

- We tell our pupils that if they are bullied or see someone else being bullied they should tell the bully to stop and
- We tell our pupils that if they are bullied or see someone else being bullied they must always tell an adult. This is NOT telling tales.
- We always take complaints of bullying seriously and act promptly.
- Our first aim is to protect the victim; our second is to address the cause of the bullying.

Refer to our full Anti Bullying Policy.

Racism

“A racist incident is any incident which is perceived to be racist by the victim or any other person”. (Stephen Lawrence Inquiry – The McPherson Report 1999)

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. We have published a statement on racist behaviour in the Good Behaviour Code.

Racist behaviour includes: isolation because of someone's race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material. All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the headteacher or deputy headteachers, and parents of both the victim and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved including bystanders and witnesses.

Recording and reporting bad behaviour

All incidents of serious behaviour (ref. 'Serious Incidents' above) will be recorded and stored. Each term an analysis is undertaken to identify any trends or persistent issues. The information will be used to report to parents. A summary report will be compiled termly for governors with a school action plan to address issues raised by the report.

Home/School Communication

Copies of the Good Behaviour Codes are available for parents. Parents will be informed verbally (or by letter) in the case of serious or persistent misbehaviour, usually by the classteacher unless there has necessitated SLT involvement **and** it was a 'serious incident'.

SEN

Children who regularly choose unacceptable behaviour will be assessed and may be put on the SEN register. An Individual Behaviour Plan or Pastoral Support Plan can help plan appropriate strategies to meet the needs of the child. An individual risk assessment may need to be written to keep the child and adults safe. Help or advice can be sought from external agencies such as the Educational Psychologist.

Exclusion:

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as time out are considered inappropriate.

Only the head teacher (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Governors will be fully informed of all exclusions and will be involved in appeals when appropriate.

Appendix: WHOLE SCHOOL REWARD SYSTEM

Children will be placed into one of the 3 houses for the duration of their time in school from FS (by Christmas time) onwards as follows:

- Children will be mixed (in each class) to ensure an even spread based of academic, sporting and behavioural abilities.
- Siblings will be in the same house.

The following names were chosen to link into the school “tree” logo and also represent trees that are planted around the school grounds.

1. **Willow (Yellow)**
2. **Oak (Green)**
3. **Beech (Red)**

There will be 3 pairs of House Captains from Year 6 (Girl/Boy) –voted for by the rest of the school.

INDIVIDUAL ACHIEVEMENT REWARD AND CERTIFICATES:

House Points (HP):

- HP will be awarded for good work, behaviour, conscientiousness, risk taking, perseverance, values, teamwork, supportive and caring attitude etc.
- HP can be awarded verbally or next to written work.
- Teachers will write HP x1/2/3 max next to the piece of work
- Most good work will earn 1 HP however if the child has made a particularly good effort they could be awarded 2 or even 3 HP
- All adult staff can award HP including lunchtime supervisors.

Every time a child gets a HP they will transfer it to the wall display in their classroom (tally mark). The wall display will be a laminated tally chart with the children’s names on it. Each week house captains will come to each classroom and count up the tally marks then wipe them off ready for the following week. The tally point total (by house/year group) is given to the head teacher/ available staff who will keep a written record and enter it on to the tracking spread sheet.

The winning team is announced every **Friday** in Celebration Assembly. The house captains will come to the front and receive the cup and tie on their house coloured ribbon – the cup will go on display beneath the HP display board. A squirrel marker will be placed onto the winning house’s tree on the hall display. The squirrel will stay there for the year but will not show the number of points to maintain surprise. A winner’s plaque will be placed on the winning tree to indicate who won that week.

At the FINAL Friday assembly of the term the head teacher will announce the OVERALL house that has gained the MOST house points that term – NB this is not necessarily the house that has won the most times, it is the house that has the most overall points. The winning house members will be praised and receive extra playtime. At the END of the school year the OVERALL winning house (including performance in sports day etc.) will be announced and the winning team will be given a prize e.g. ‘Party on the Field’.

Sports Day

This will be done in houses and house points will be awarded for 1st / 2nd / 3rd place. These points will be included in the final House scores at the end of the year.

Gold/Purple Stars

Children can be awarded **GOLD stars** for outstanding work, and **PURPLE stars** exceptional effort, behaviour, conscientiousness, risk taking, perseverance, values, teamwork, supportive and caring attitude etc.

The teacher will maintain a whole class reward chart which will have 100 squares per child on it that will be used to track the children’s progress and achievements through the star reward system. These will also be recorded in the children’s reading diaries using a star stamp/sticker and one-word explanation for why the star was awarded e.g. writing, behaviour, kindness, helpful, maths etc. Stars

can be rewarded for work in exercise books or verbally for non-written work, where appropriate. **A star will also entitle the child to 3 HP.** The child will need to come up to the teacher with their work (if appropriate) and ask for their star stamp/sticker. Parents will then be able to see this along with the reason for the star.

Once the children have received a certain number of stars they will then be awarded a 'Head Teacher Award Certificate'. Teachers need to monitor their tracking sheets to know when children have reached the following milestones:

10 stars = Bronze Headteacher certificate
20 stars = Silver Headteacher certificate
30 stars = Gold Headteacher certificate
40 stars = Platinum Headteacher certificate
50 stars = Emerald Headteacher certificate
60 stars = Diamond Headteacher certificate
75 stars = Gold/Purple star pin badge
90 stars = HT Tea Party (in last week of academic year)
100 stars = Letter of commendation from the Headteacher

Award certificates will be handed to children by class teachers to be brought down to Friday Celebration Assembly. Certificates will be acknowledged by the adult leading the assembly (child stands up, round of applause etc.)

Letters of recognition/ star badges will be handed out personally by SLT in the Celebration Assembly each Friday.

Life Skills Certificates

As chosen by the School Council and House Captains, there are 6 special certificates which embody the main life skills. Children can be awarded these at any time by any member of staff. They will present these in the same way as Star Certificates above.

Team Work, Responsibility, Determination, Challenge, Involvement and Resilience.

Friendship Certificates

As devised by the Year 6 Buddies (Peer Mediators) children can be awarded Friendship Certificates if they display particularly good behaviours as playtimes. These awards can only be given by Year 6 Buddies (not by staff). They are presented in assembly in the same way as other certificates above.

The Rule	The Focus	The Reason/Why	The Standard/What it looks like
Be safe and help others	Collective responsibility and independent common sense	Be safe and happy in school, help others to be so and be alert to things that might hinder safety or make people unhappy.	<u>Red Rules</u> Help others wherever possible. Work together to improve well being for everyone. Behave in a way which allows everyone to be happy and safe. Adults will help children to identify risks for themselves. Move carefully around the school
Show respect and tolerance	Courtesy and conduct	Courtesy is a way to show respect to others and ensure safety. Be tolerant and patient.	<u>Purple Rules</u> Greet each other politely Hold doors open for others Solve disputes appropriately, address any frustration maturely Keep hands to yourself. Disagreements sometimes happen- learn how to cope with these appropriately.
Listen and follow instructions	Awareness of personal space	Mutual respect.	<u>Blue Rules</u> Listen and be listened to. Noise levels appropriate to environment Be in correct areas (not inside when disallowed) Follow instructions.
Be responsible for possessions	Respect property and premises	Respect of others' things.	<u>Yellow Rules</u> Looking after own and others' property. Use cloakroom properly, ensure coat and bags are stored in the right place. Use toilets hygienically Placing litter in the bin and helping to tidy when necessary. Use and store bags, lunch boxes and coats properly
Show good manners	Table manners	Table manners help with health and tidiness.	<u>Orange Rules</u> Eat the appropriate amount of food, without playing with or swapping food. Keep noise levels down. Clear up after eating- leave no litter or large pieces of food behind.
Be school ready	School uniform	Helps to identify pupils easily and eliminates discussion about fashion in our place of learning. Helps safety.	<u>Grey Rules</u> We don't expect playful accessories, nail varnish. School shoes- not trainers (as a parent if you are unsure which shoes are appropriate please go with your common sense)
	PE Kit	Allows for orderly and safe physical education	<u>Grey Rules</u> Correct PE kit and house colours
	Homework	Used by school to reinforce learning taking place at school (or to research/discover new areas)	<u>Grey Rules</u> Needs to be done on time to aid learning in school time
	Punctuality	Time missed in lessons can disrupt class work for the pupil and the class as a whole	<u>Grey Rules</u> Dropping off and picking up on time
Have a Positive Mental Attitude	Positive attitude to learning and life	Respect the differences and opinions of others Learn to employ empathy. Being thoughtful and kind. Maintain a positive attitude and deal with difficulties appropriately.	<u>Green Rules</u> Listen to opinions of others and not have a closed mind about their ideas. Try to understand how others feel. Involve everyone in all activities. Be motivated to learn and join in. Get help if needed- use friends and key adults.

The Ladygrove Standard (School Rules)

Harmful Behaviour Risk Assessment

What are the hazards?	Who might be harmed and how?	What will you do to reduce this risk?	Level of risk – low, medium, high	What is your emergency plan if things go wrong?
A child who could cause another child or adult physical harm.	Other children Adults Hitting, kicking, spitting, biting, being hit by a thrown object, being stabbed by a sharp object.	DO NOT use restraint or physical coercion unless there is the risk of the child, another child or an adult being hurt. Allow physical space between you and the child. Use a calm voice to give clear instructions. Give take up time. Avoid confrontation (see below).	Low	Send for SLT

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