



BEHAVIOUR POLICY

Reviewed and updated: September 2021

For review: September 2022

1. School Expectations of Behaviour – The Lings Rules

The following simple rules should be known by everyone within Lings Primary School and are the basis for creating a happy and productive learning environment:

- Have kind hands, kind actions and kind words
- Look after each other and our school
- Always set the standard

2. Aims of this policy

- To make clear to everyone the ethos of the school and the expectations of behaviour.
- To make clear the systems and processes in place for rewarding and managing behaviour in order to create a consistent approach across the school.
- To make clear that positive behaviour is the responsibility of everyone within the school and that an atmosphere of mutual support and respect is the best way to achieve this.
- To help the pupils of Lings Primary School to develop personal autonomy for their behaviour and help them to be ready for the transition to secondary school by the end of Year 6.

3. Introduction – Set the Standard

At Lings Primary School our motto is to “Set the Standard” and this is very important to us. This motto was created in 2011 when a Year Six pupil suggested that this could be the stated ambition of the school and everyone within it. This saying became adopted and its meaning is explored by each class at the start of, and throughout, the year. One definition is that we should expect to set a high standard in everything we do which others will endeavour to follow. Our children might have other suggestions too.

4. School Ethos

At Lings Primary School we hold our children in an unconditional positive regard and have high expectations for the behaviour of everyone at our school. Our school vision is: ‘Inspiring learners, thinkers, carers, dreamers.’ As such, we endeavour to be a safe, happy and successful community where individuals are welcomed, accepted and equally valued. We encourage the consideration and respect of others, tolerance and understanding. Each individual is encouraged to be the best they can be and we believe that every child has the potential to thrive if given the right support and a range of opportunities.

Children need to feel safe in their learning environment and feel valued by those working with them. Praise should be given regularly, rewards when needed and sanctions only when necessary. Staff will do all they can to pre-empt any negative behaviour before it happens and manage individuals and groups in such a way that any misbehaviour is quickly dealt with and stopped before it escalates. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem, skills and talents can flourish.

We want our children to develop into honest individuals who value the truth as well as having a high self-esteem. They should have a pride in Lings Primary School and seek to preserve and enhance their school environment. They should value and seek to support each other both academically and socially.

All adults in school should be good role models to children and be enablers of positive behaviour. Children will only learn and follow our school ethos through the modelling of positive behaviours by all staff at all times. It should never be presumed that children know how to behave, whatever their age. Through a calm, fair and patient approach, we believe our children will be able to self-regulate their behaviour and develop their understanding of right and wrong.

5. Expectations of staff

- To lead by example when dealing with behaviour.
- Recognise and praise positive behaviour as much as possible.
- Deal with individuals privately – there is nothing to be gained from public reprimands. (Praise in public, reprimand in private).
- Be calm when dealing with behaviour.
- No shouting – ever. If needed, change the tone of voice used.
- Be firm, fair and consistent.
- Understand that behaviour is a way of communication. If a child misbehaves we need to look at why this is happening to help prevent it happening again.
- To be proactive in communicating regularly between home and school. Positive messages home will go a long way!
- Be aware of children in their class as individuals – know their needs, characters and any potential issues that could occur within class.
- Look to diffuse situations as quickly as possible.
- Use restorative justice questions to give children a chance to reflect on their behaviour.

6. Curriculum and Teaching

At Lings Primary School, we feel that one of the best ways of ensuring positive behaviour is to provide an engaging and challenging curriculum that meets the needs of all pupils. Well-planned lessons that can be accessed by all learners, interesting learning experiences and quality learning environments will motivate and focus children, thereby reducing the likelihood of negative behaviour.

PSHE and circle time are part of our curriculum and these lessons seek to reinforce and develop children's interpersonal skills, strengthen relationships, build self-esteem and increase self-confidence.

7. Class Rules/Behaviour Contracts

At the start of each term, classes should discuss the behaviour they expect of one another and produce their own class contract. The content of these will differ from class to class but should reflect the school's main rules and expectations set out at the start of this policy. These contracts should be displayed in class and revisited regularly.

8. Routines and Responsibilities

Another key ingredient for positive behaviour within any school is the establishing of clear, well-organised routines for pupils, staff and parents. This will help to establish and maintain good order in the classroom and around school. Time is spent at the beginning of each term,

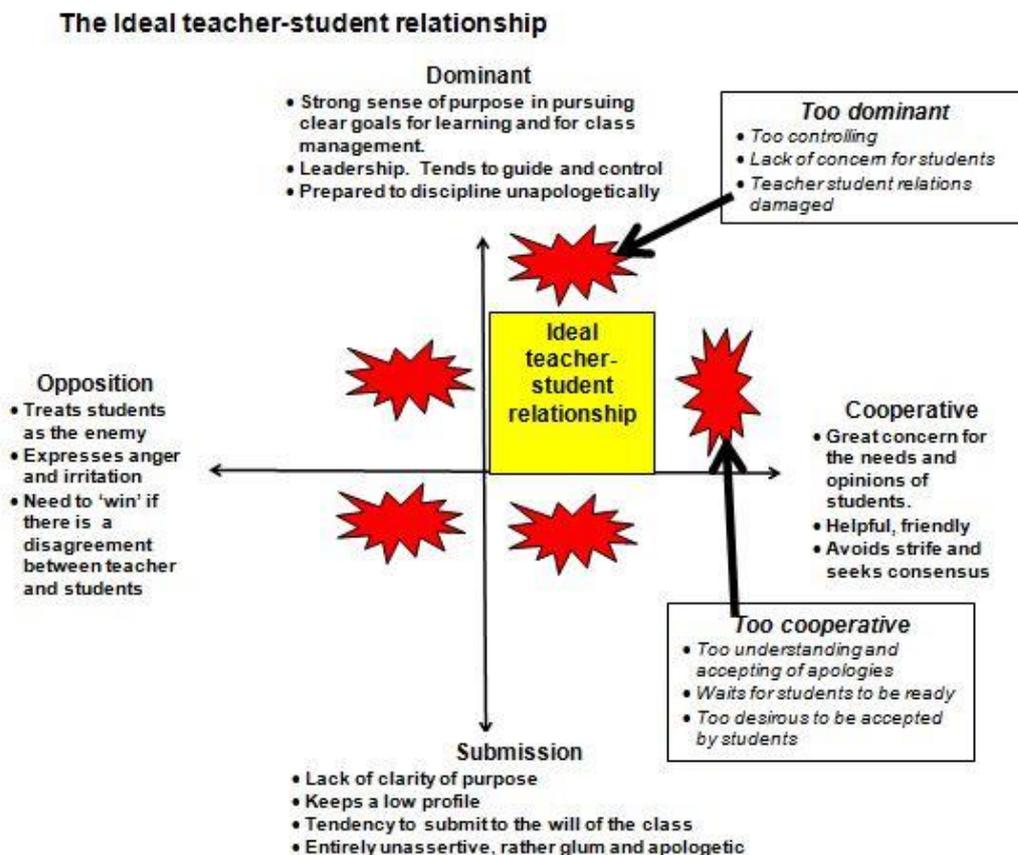
setting up, clarifying and practising the different routines that children will be expected to follow (e.g. entering the classroom, hanging up coats, using lockers etc). These routines may be different from class-to-class but will always have the purpose of enabling children to behave and learn positively. Clear routines help to establish good order and favourable learning conditions.

Should these routines change due to the curriculum or other events (e.g. residential, swimming, visits, school visitors), then the new/temporary routines should be explained, taught and practised beforehand.

Everything in school should be made a routine where possible so that all staff, parents and pupils know exactly what is expected of them throughout the day.

9. Relationships

Developing and maintaining healthy staff-pupil relationships is a crucial element in promoting positive behaviour within the school. The following diagram illustrates what these relationships should look like, as well as showing where staff-pupil relationships can be ineffective.



10. Rewards

We use the following strategies to praise and reward children:

- Smiles, praise and encouraging words – the most instant and simple way to reward a child. As a reward this is often enough and can have immense benefits.

- PIP and RIP – Praise in Public, Reprimand in Private. It is more effective to have a quiet word with a child than to single them out in front of others. Public praise though is lovely for most children.
- Stickers – a quick, visual recognition of something done well.
- Focus on the positive - Spot, praise and reward children who are doing the right thing (e.g. ready to listen, following instructions, working hard, helping others, looking after equipment).
- Proximity praise – praise children for their positive behaviour who are seated around an individual who is not behaving in the right way.
- A phone call/message home or praise when picked up – this can be far more effective than several negative phone calls.
- Public acknowledgement of positive behaviour. Recognition of good behaviour in front of peers can be very powerful for many children.
- Given extra responsibilities in class or around the school.
- Set the Standard Certificate – At least 1 awarded per class in end-of-week achievement assemblies. Given for good work or for behaviour that goes above what is expected. Parents are invited in to see them be presented.
- Key Stage Achievement assembly – in both KS1 and KS2, each class will have some opportunities to present their work and achievements from the week. This is an opportunity for each child in the class to be celebrated and feel valued.
- Key Stage Achievement assembly – other achievements from both in and out of school can be celebrated.
- Head Teacher awards – for either individual pupils, groups or whole class. This should be for exceptional work, effort or behaviour which has been recognised by SLT.
- **House Point System-Air, Earth, Fire and Water. These are displayed in each classroom and house points are awarded for good effort in work and for demonstrating the Language of Learning. These are to be awarded one point at a time.**

11. Stages of Unacceptable Behaviour and Sanctions

It is important to understand the different levels of misbehaviour that may occur so that appropriate action can be taken.

Level	Behaviour	Consequence
Low	Low level disruptive behaviours may include: <ul style="list-style-type: none"> - Fidgeting / fiddling - Telling tales - Dropping litter - Noisy e.g. talking/shouting - Shouting out - Failing to keep on task or not completing expected level/amount of work 	<ul style="list-style-type: none"> • It is a class teacher/TAs responsibility to deal with these behaviours. • Classroom or playground team will manage behaviour in class/on playground and deal with as appropriate, for example –frown, warning,

	<ul style="list-style-type: none"> - Leaving tables without permission - Poor effort - Unkind remarks - Bad language (one off) - Time wasting - Telling lies - Distracting others - Running in corridors - Pushing in line - Chewing gum/eating sweets in class - Borrowing without permission - Leaving work area untidy - Talking in assembly - Low-level breach of “kind hands, kind words or kind actions” - Interfering in games of other children - Play fighting 	<p>withdrawing attention, planned ignoring, verbal reminders, moving pupils within class, missing part of break time (remember praise in public, reprimand in private)</p> <ul style="list-style-type: none"> • Reinforce school rules and expectations. • Use Restorative Justice. • For these behaviours it would be appropriate to give 2 warnings and then time out, eg: missing part of playtime. If a child receives 2 warnings at break or lunch time then they should either walk with an adult or sit on a bench away from others, for five minutes to calm down. <p>Persistent low level behaviours should be treated as mid-level disruptive behaviours.</p>
Mid	<p>Mid-level disruptive behaviours may include:</p> <ul style="list-style-type: none"> - Persistent low-level behaviours which continue despite above consequences - Not listening to adults or refusal to follow instructions - Verbal aggression towards a peer or adult - Persistent swearing or abusive language - Inappropriate or unsafe behaviour - Fighting - Stealing (from person or school) - Threatening / aggressive behaviour - Refusal to co-operate - Deliberate damage of equipment 	<ul style="list-style-type: none"> • Pupils will be taken to one of the Phase Leaders for a conversation about their behaviour at the next break or lunch time. - Reception – LD - Year 1 - LD - Year 2 – MB - Year 3 – GK - Year 4 - GK - Year 5 - GK - Year 6 - MB • If the mid-level behaviour occurs at lunch/play time, the Phase Leader should be notified and may recommend the child spend a period of time with the Class Teacher • Phase leader may refer pupil to HT-MW
High	<p>High-level disruptive behaviours may include:</p> <ul style="list-style-type: none"> - Persistent mid-level behaviours - Severely disruptive, violent or 	<ul style="list-style-type: none"> • Pupils will be taken to one of the HT and will be required to spend some

	aggressive behaviours, such as: <ul style="list-style-type: none"> - Physical aggression towards any member of the school community (assault) - Breaking agreed user policy and/or intentionally viewing unsuitable materials on the internet - Dangerous or inappropriate behaviour - Bringing an inappropriate item into school - Any bullying, including e-bullying - Leaving school without permission - Extreme damage to school property/vandalism - Failure to respond to previous bullying sanctions 	time out in the Head's office. <ul style="list-style-type: none"> • Additional consequences may include: staying in at play time or lunch time, phone call home or meeting with parents. <p>If high-level behaviour is extreme and on-going, the following consequences will be considered:</p> <ul style="list-style-type: none"> - Internal exclusion - External exclusion - Permanent exclusion (as a very final resort when all other options have been exhausted and the behaviour poses a consistent, ongoing threat to other children and staff.
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Low-Level Behaviour Issues

Low-level behaviours are considered to be relatively minor incidents which generally occur within the class setting or on the playground. Such behaviours are best dealt with within class by the class team (Teacher and TA) or by the playground team. They should be cleared up and dealt with quickly. Pupils requiring to miss playtime minutes will do so in their classroom.

Mid-Level Behaviours

Children exhibiting mid-level behaviours are taken to the Key Stage Leader stated above. This happens if a pupil continues low-level behaviour after they have missed playtime minutes or if they misbehave more seriously.

High-Level Behaviours

Children exhibiting high-level behaviours are presented to one of the Heads of School. Parents must be informed that this has happened and asked into school to discuss it further. The child will receive some 'time out' in the Head's office. At this stage, it is likely other professionals will be involved. If the high-level behaviours continue, a referral to the Social, Emotional and Mental Health (SEMH) Panel will be considered. This panel can provide ongoing support for children with the most severe behavioural problems. Where the child's behaviour poses a risk to themselves, other children or staff and persistently prevents other children from learning, further consequences may be needed. These may include an internal exclusion (where the child will be sent for a fixed period of time to another NPAT school) or an external exclusion (where the child is sent home for a fixed period of time). In the most extreme cases, where all other consequences have been exhausted and the child's behaviour poses an ongoing threat to themselves, other children and members of staff, the school will consider Permanent Exclusion.

Restorative Justice

This should be used for behaviours at each level, alongside any consequence. It is important that children are aware of the impact of their behaviours on others. The timing of this should be carefully considered – too soon might mean that children's emotions are still heightened but too long after the incident might reduce the intended impact.

Consistency of expectations

We need to be consistent with what we expect of children's behaviour. We all play a part in teaching the children how to behave. This needs doing as a constant 'drip feed' by reminding children of the rules and routines and making sure we model and lead by example. This needs to happen in every classroom, at every play time and at every lunch time – no matter who is teaching, or who is on duty.

12. Playground Sanctions

Wherever possible, staff should encourage children to resolve any issues without significant fuss, drama or sanction. However, if a child's behaviour deems it appropriate they should be asked to stand alone near to a member of staff for up to 5 minutes to reflect on their behaviour or sit on a bench away from others. If an incident is serious enough, they should be sent to a member of SLT accompanied by a member of staff or a member of SLT should be called for.

13. Use of restorative justice questions

When being spoken to about behaviour, pupils should be given the chance to address their misbehaviour using restorative justice questions which focus on putting the situation right and behaving appropriately in the future. These questions are:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you have done?
- What needs to happen to make things right?

14. Support Systems for individual pupil need

There will be occasions when children display challenging behaviour that requires bespoke individual intervention and support in order to address it. It is therefore appropriate in these circumstances to develop individualised monitoring/sanction/reward/target systems as a way of promoting good behaviour. The class teacher, with the support of a member of SLT or Senco, will monitor these together and parents informed of how they are being effective.

15. Support Systems for Staff

The school will support all staff with managing and dealing with pupil behaviour. This policy and the rewards/sanctions set out within it should make it clear how to deal with pupil misbehaviour, and who is responsible for this at different stages. We hope to develop staff who are confident in recognising/rewarding positive behaviour, and dealing with challenging behaviour effectively and successfully. We will support this with professional development opportunities and in-school training.

16. Monitoring and review

Behaviour management will be under constant review on a whole-school, class and individual basis. This document will be reviewed at least on an annual basis and is available on the school website.