



BEHAVIOUR POLICY



Adopted: September 2018

For review: September 2019

1. 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 ensure the emotional, physical and psychological wellbeing of everyone in 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 “secondary ready” by the end of Year 6.

2. Introduction – Set the Standard

At Lings Primary School our motto is to “**Set the Standard**”. 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 was adopted and its meaning is explored by each class at the start of and throughout the year. One possible 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.

3. 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. 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. Positive behaviour within the classroom allows for **successful teaching and learning** in all areas of the curriculum and school life. 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 believe that children’s behaviour should be excellent in all areas of school life.

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. Our pupils need to be aware of the safety of themselves and others both emotionally and physically.

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**. Staff will need to continually show and remind them what is expected. 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**.

4. 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
- Be honest
- Always try our best
- Look after each other and our school

- Always set the standard

5. Expectations of staff

- To lead by example when dealing with behaviour.
- Look to recognise and praise positive behaviour.
- 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
- Use restorative justice questions when dealing with behaviour issues
- 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

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, 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 and build self-esteem and self-confidence. The first term of every school year should be spent exploring the meaning of the school's motto "Set the Standard" and setting expectations for behaviour and routines in classes and around the school.

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 in section 4 of this policy. These contracts should be signed by pupils and displayed. They will be revisited regularly as required.

8. Routines and Responsibilities

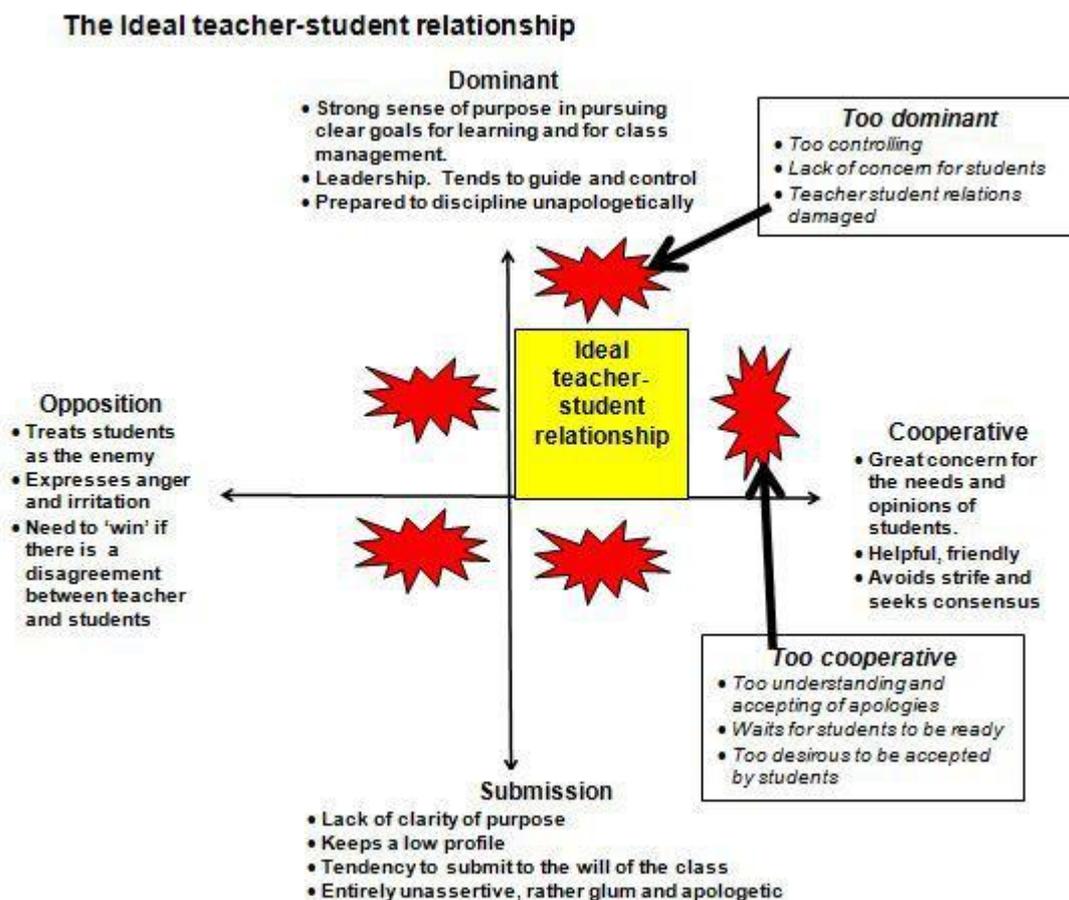
Another key ingredient for positive behaviour within any school is the establishing of clear, well-organised routines that are followed by pupils, staff and parents. This will help to establish and maintain good order in the classroom and around school. Time is spent at the beginning of each term, setting 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 both 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 explicitly 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, and also shows 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.
- 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 improved/consistent behaviour.
- Given extra responsibilities in class or around the school.
- Merit Points and achievement cards (KS1) – Bronze = 25, Silver = 50, Gold = 75, Platinum = 100)

- Class DOJO Points (KS2). Points given for different categories of good behaviour. Pupils earn certificates for every 25 points as in KS1.
- Recognition board in each class – this is a way of advertising the behaviours that we do want in school. At the top of the board is a behaviour upon which you are focusing. When children demonstrate this behaviour well their name is written on the board. The aim is to get everyone’s name on the board during the week. This does not need a material reward but should be celebrated as a class. The aim is to produce supportive and collaborative behaviour for the whole class and not just individuals.
- Set the Standard Certificate – 1 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 take turns in presenting 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.
- Attendance award – for each Key Stage.

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. Behaviour is categorized into 5 distinct stages with sanctions and procedures for each stage.

Stage 1 to 3 Behaviour

“Low-level” classroom disruption including behaviours such as calling out, talking when others are talking, or disrupting the learning of other children. These are incidents best dealt with within the classroom initially with SLT support when required.

Stage 4 Behaviour

This could be consistent misbehaviour over a period of time that shows no improvement despite a number of measures being taken. There are also examples of behaviour where Stages 1 to 3 may be bypassed such as verbal, physical, racist or sexist attacks, and swearing (such behaviours could be escalated to stage 5, depending on their seriousness). SLT must be involved at this stage.

Stage 5 Behaviours

Should behaviour escalate to stage 5, the Head Teacher or Heads of School will be involved in managing this. They will contact parents to discuss the behaviour. This is behaviour that is completely unacceptable.

Examples of Stage 5 behaviours are:

- Bullying
- Persistent disruptive behaviour (reach stage 4 on 3 occasions)
- Damage to property
- Physical assault against an adult or pupil
- Theft
- Verbal/racist abuse against an adult or pupil
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour

In extreme cases, a child could be excluded. This responsibility falls to the Head Teacher.

The table below also shows the process to be followed for the 5 stages of behaviour.

Stage of Behaviour	Definition	How is this dealt with?	What is the sanction?
Stage 1	Low level disruption. First offence.	By all classroom based staff through classroom management techniques and systems.	Staff have a calm and private word with pupil about behaviour. Model and explain desired behaviour. Make adjustments to help pupil if necessary.
Stage 2	Repeated low level disruption. Second offence.	By all classroom based staff through classroom management techniques and systems. Support from SLT if required.	Staff have another private word with pupil. Pupil may need moving or extra intervention required.
Stage 3	Either consistent low-level disruption or a one-off incident of greater significance.	By all classroom based staff through classroom management techniques and systems. Support from SLT if required.	If behaviour has not improved then pupil may need to miss a few minutes of break in order to make up for lost time or reflect on their actions. Parents should be informed by class teacher and SLT notified.
Stage 4	Consistent/significant disruption over time, racist/violent behaviour or a serious incident.	Refer to SLT who will contact and discuss with parents.	Individual behaviour plan to be put in place. This may involve a monitoring book and appropriate sanctions that will have impact and improve behaviour. Record on MyConcern
Stage 5	Serious disruption, racist, unsafe or extremely violent behaviour or repeated consistent disruption	Severe disruption, unsafe/ violent behaviour, persistent low-level behaviour or a racist/sexist incident. Refer to SLT/Head teacher Contact with parents/carers made by SLT/HT.	Individual behaviour plan to be put in place. This may involve a monitoring book and appropriate sanctions that will have impact and improve behaviour. Record on MyConcern. Possible internal exclusion.

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. If an incident is at stage 3 to 5 then 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?

It is important that pupils are given a chance to put things right. This might involve them making a verbal or written apology to the victim of their behaviour.

14. Support Systems for individual pupil need

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

15. Support Systems for Staff

The school will support all staff to ensure that appropriate standards of pupil behaviour are being met. 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 a staff which is confident in dealing with challenging behaviour effectively and successfully, and will support this with any necessary professional development opportunities and in-school training. We recognise that whilst there is a need for consistency, staff will have their own, effective ways of dealing positively with children and this is encouraged. Any staff who need support in this area are always welcome to speak to a member of SLT for guidance and support.

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.