

LOWER FARM PRIMARY SCHOOL

Behaviour Policy

Our Governing body's state of principles concurs with this statement,

'We consider the best way to encourage good standards of behaviour in our school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere'

AIMS

At Lower Farm Primary School our aims for positive behaviour are closely linked to our Teaching & Learning Policy in order to ensure every opportunity is taken to enforce the following:

- To develop thinking – in order to reflect on our behaviour; striving for continuous improvement.
- To role model – in order to show others the high standards of behaviour both in and out of school.
- To have a positive impact – through our behaviour so that this contributes towards the whole school and wider community.
- To challenge ourselves – to maintain high standards of behaviour and set personal targets (if necessary).
- To be engaged – to ensure that we demonstrate behaviour which enables us to learn and achieve our personal best.

All staff at Lower Farm Primary School recognise the importance of building excellent working relationships with our pupils and indeed between each other. Good behaviour is most associated with good relationships and mutual respect. It is absolutely vital that any intervention should be based on and maintain a fundamental respect for each and every individual.

Pupils are encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning. Parents are encouraged to share the responsibility for the behaviour of the child. They are able to contact the class teacher or Headteacher to share concerns just as the school will contact them in the same circumstances.

Rewards for good behaviour are a key part of the process and include praise, stickers, certificates, golden time, privilege time and referral to other Senior Leaders/Deputy/Headteacher for extra praise.

Children are expected to obey the rules. Sanctions for poor behaviour include loss of privileges, referral to the Senior Leader, referral to the Headteacher. The Headteacher may decide to meet with parents/carers to discuss the incident/s and in very serious circumstances exclude a child from school.

At Lower Farm Primary School we believe it is essential to emphasise good behaviour and reward it, consistently and appropriately.

A WHOLE SCHOOL APPROACH

We believe that the above principles alongside the following set of core values should underpin our approach to behaviour management:

- All adult behaviour should reflect the main aims
- Pupils should take ownership of their behaviour as individuals and members of the group
- All members of the school community will treat each other with mutual respect.
- All members of the school community will endeavour to build workable relationships between pupil and staff, staff and pupil
- Through a behaviour management policy ensure that the core business of the school, the teaching and the learning, is supported.
- Include all parts of the school environment, the indoor and outdoor classroom and the playground.

At Lower Farm Primary School we have a supportive 'no blame' policy when staff express concern and request help to manage pupil behaviour.

Roles and Responsibilities

We believe that as part of the educational process, all adults in the school community have a responsibility to teach the children appropriate behaviour. We pride ourselves on all working together to develop a caring and considerate environment for everyone. All staff monitor pupil behaviour and school council representatives act as monitors in corridors.

HEAD TEACHER

The Headteacher is responsible for determining measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The Head Teacher must include measures to be taken with the view to encouraging good behaviour and respect for others on the part of the pupils and, in particular, preventing all forms of bullying among pupils.

The Head Teacher should publicise the measures on the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.

The Head Teacher must ensure the maintenance of good order and discipline at all times during the school day including the midday break, when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities on the school premises or elsewhere.

The law empowers the Head Teacher, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying).

The Headteacher keeps a record of all reported serious incidents of behaviour including details of any action taken.

The Head Teacher, has the responsibility for giving fixed term suspensions for serious acts of misbehaviour, or may be required to permanently exclude a child, in line with statutory guidance, as a last resort.

PHASE LEADERS

Phase Leaders are responsible for ensuring that teachers in their phase group maintain individual pupil behaviour records on a central record of behaviour which details the date, time, and place of incidents, children involved and sanctions applied. Incidents are ranked by a traffic

light system. Incidents from playtime and dinnertime will be recorded in the same way as incidents in class and will carry the same hierarchy of sanctions and will be recorded on the central record of behaviour in the same way.

If the “red” behaviour incidences accumulate quickly because of persistent referrals to the Phase Leader, this will be referred to the Headteacher and /or parents, depending on the nature of the incidents. These records are audited half termly and any necessary actions put in place.

This record will help to identify any patterns of behaviour, relationships or situations that can be addressed with staff to modify the behaviour. It will also help identify instances of bullying.

SENCO/ CARE, GUIDANCE & SUPPORT MANAGER

If a child has repeated incidences of poor behaviour then it is sometimes appropriate for the SENCO and/or Care, Guidance & Support Manager to liaise with outside agencies in order to provide further personalised support for these pupils. This is always done in a positive way in conjunction with parents and carers.

ALL STAFF

All staff – teachers, teaching assistants, dinner supervisors and other non-teaching staff have a responsibility to be vigilant and follow the appropriate procedures when an incident is witnessed or reported to them. All staff should apply the school rewards system, rules and sanctions as set out in this policy, using the Go, Think, Stop posters as a reference point. All staff should be aware of the importance of modelling positive relationships.

CLASS TEACHERS

Class Teachers are responsible for their children’s general progress and well-being, which includes ensuring that as far as possible that pupils are free from bullying and harassment, but they do this in conjunction with the Headteacher, Deputy Headteacher and Phase Leader. This responsibility is also shared with classroom/learning support assistants and lunchtime supervisors. When staff have a concern about behaviour they are encouraged to share this concern with members of their year phase team, the SENCO or a member of the Senior Leadership Team.

Class Teachers should bring instances of persistent or deliberate bad behaviour to the attention of parents and log in the class behaviour file that parents have been informed.

All Class Teachers should apply the school rewards system, rules and sanctions as set out in the Behavioural Expectations Document. They should display in their classrooms their Class Charter, the 'Go, Think, Stop' posters so that all children clearly understand the systems in place in school.

Lunchtime Supervisors

All supervisors should apply the same rules, rewards and sanctions that are applied by teachers. Dangerous behaviour will be sent straight to the Phase Leader/Headteacher.

Anti - Bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else either physically or emotionally. Bullying can be physical or verbal, or even a gesture and is usually repeated over a period of time. It can be overt or subtle intimidation. It is not always easy to recognise. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to face, indirectly or by using a range of cyber bullying methods. Bullying occurs for a variety of reasons – and for no reason at all. Specific types of bullying include; bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual-orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying. There is no hierarchy of bullying – all forms of bullying should be taken seriously

and dealt with appropriately.

We are all aware at Lower Farm Primary School that bullying will not be tolerated, it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when an incident of bullying is witnessed or reported (see Anti-Bullying policy and Anti-Racism Policy).

Partnership with Parents

Parents are expected to support their child's learning, and to cooperate with the school as set out in the home school agreement, including in cases where sanctions are necessary.

A supportive dialogue is established between home and school, and parents informed if there are concerns about their child's welfare or behaviour. Parents are invited into school regularly to share in pupils positive behaviours through assemblies, workshops, and lunches. Notes are also sent home to inform parents of positive behaviour termly from the Headteacher and regularly in pupil planners. This policy is available on our school website for reference at all times.

- If parents have any concerns about the way that their child, they should make an appointment to see the class teacher.
- If the concern remains they should contact the Head Teacher/ Deputy. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the School's Complaints Procedure.

Governing Body

- The Governing Body has the responsibility of reviewing the effectiveness of the guidelines and support the Head Teacher/Deputy in carrying them out.
- The Governing Body convene a Pupil Discipline Committee to consider any pupil attendance, behaviour and exclusion

Positive Handling techniques may be used by trained staff as a last resort, in situations where a child is at risk of hurting themselves or others, or if the behaviour of a child is likely to cause damage to property or disrupt the good order in school. In these rare circumstances the School's Force and Restraint Policy will be followed. This Policy is available on request.

COMMON RIGHTS AND RESPONSIBILITIES AND RULES

The basis for behaviour management at Lower Farm Primary School is based on the following common rights and responsibilities and rules.

Agreed Common Rights

- We all have a right to feel safe
- We all have a right to be treated with respect and dignity
- We all have a right to learn

The Class Charters are based upon the one rule for all of us, which is:

Everyone will act with courtesy and consideration to others at all times

- Be truthful
- Think of other people's feelings

- Treat others as you would want to be treated
- Make it as easy as possible for everyone to learn and for the teacher to teach. (this means listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
- Move calmly and quietly about school (this means never running or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things).
- Speak politely to everyone. Calling out is always rude. Remember to say please and thank you and be patient.
- Respect and care for the school and other people's property.

We believe that establishing teacher expectations of a class is time well spent. At the start of each school year the teacher should make explicit the procedures, routines and expectations for:

- Using the cloakroom
- Entering/leaving the classroom
- Registration
- Movement around the school
- Movement around the classroom
- Using/sharing resources
- Gaining the teacher's attention
- Going to the toilet
- Wet play/lunchtimes
- Tidying-up....etc.

The class teacher should actively teach, model, encourage and support positive behaviours, e.g. appropriate voice for level for paired/small group work or expectations on entering the class. These expectations should be regularly reinforced through the year.

REWARDS.

Positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. Rewards must mean something to the child/group. There needs to be a staged approach to rewards i.e. little rewards lead to big rewards. Once a reward has been given it must not be taken back.

Methods of Praise - examples

Non-verbal praise

Verbal praise

A written commendation on a pupil's work

Commercial stickers – in books.

Being sent to another staff member for praise

Special responsibility

Effort and Service certificates in Family Assembly

Inform parents (inc. Praise Postcards)

Being sent to the Phase Leader/Headteacher for praise.

Golden time - weekly

There is also a whole school system of "teams" to encourage good behaviour and positive peer relationships. Team points are awarded to individuals and/or groups of pupils for extra effort and/or service with particular reference to the DRICE principle outlined at the start of this policy. The winning team is announced each Friday in assembly and this is displayed in school. At the end of each half term the winning team receives extra playtime.

The focus of behaviour management at Lower Farm Primary School will always be praise.

SANCTIONS

Sanctions need to be in place for the benefit of all children. Clear negotiated sanctions are an essential requisite of positive classroom management.

Sanctions offer clear boundaries and a safe framework.

We believe pupils should understand consequences and how their severity relates to behaviour. Examples of sanctions include; loss of a proportionate amount of golden time or for more serious incidents loss of playtime and lunchtime reflection with a member of the Senior Leadership Team.

Policies

This Policy should be read in conjunction with our “Anti Bullying” Policy, the DFE document entitled “Use of Reasonable Force 2013”, “Managing Allegations Against Staff” Policy and “Equal Opportunities” Policy and the “SEN” Policy.

Appendix 1

Go, Think, Stop Poster for display in classrooms and around school

Lower Farm School Right

We all have the right to feel safe.

We all have the right to be treated with respect and dignity.

We all have the right to learn.

We will always...

Care for ourselves

Care for others

Care for the environment

Polite

Courtesy

Respect

.... Responsibilities and

No Bullying

Be polite - act with respect and courtesy

Keep to your Class Charter

No jewellery except stud earrings and watches

Wear sensible shoes

Use plastic water bottles - no glass bottles or fizzy drinks

No chewing gum

Keep left in corridors

Ask permission to go to the toilet

No mobile phones in class

Clean and Tidy

Lower Farm School

GO

This is a great way to behave.

- ❖ Be truthful
- ❖ Think of other people's feelings
- ❖ Treat others as you would want to be treated
- ❖ Listen carefully
- ❖ Follow instructions
- ❖ Help each other
- ❖ Be quiet and sensible
- ❖ Move calmly and quietly
- ❖ Be ready to help by opening doors
- ❖ Stand back to let people pass
- ❖ Speak politely to everyone
- ❖ Say please and thank you
- ❖ Be patient
- ❖ Respect and care for the school and other people's property

THINK

You are starting to get into trouble.

- ❖ Having accidents where other children get hurt or upset
- ❖ Damaging things because you did not think first
- ❖ Joining in with name calling
- ❖ Sometimes telling lies
- ❖ Not thinking about other people's feelings
- ❖ Being selfish
- ❖ Not listening carefully
- ❖ Being noisy
- ❖ Running in corridors
- ❖ Forgetting to say please and thank you
- ❖ Being impatient

STOP

This behaviour is NOT acceptable

- ❖ Persistent rough play
- ❖ Deliberately lying
- ❖ Regularly not bringing PE Kit
- ❖ Regularly not doing your homework
- ❖ Deliberate damage to school and other people's property
- ❖ Breaking School Safety Rules
- ❖ Being disruptive in lessons so that others cannot learn
- ❖ Deliberate rudeness to staff and other adults
- ❖ Disobeying staff
- ❖ Bullying
- ❖ Stealing
- ❖ Fighting
- ❖ Racist behaviour

Lower Farm School

Ladder of
Rewards and
Consequences



Platinum Award for Outstanding effort in work/behaviour/citizenship and no incidents logged.

Gold Award for Outstanding effort in work/behaviour/citizenship

Silver Award for Outstanding effort in work/behaviour/citizenship

Bronze Award for Outstanding effort in work/behaviour/citizenship

Behaviour in Green



Behaviour in Amber but have achieved a Bronze, Silver or Gold Award for Outstanding effort in work/behaviour/citizenship

Behaviour in Amber

Behaviour in Red