



LONGTON LANE PRIMARY SCHOOL

A place to learn, a place to achieve, a place to enjoy.

Behaviour Policy

Rationale

"Discipline" is the system and ethos that aims to cultivate an acceptance and recognition of responsibility for decisions and actions and for their consequences.

The individual has a right to work in a positive environment in which the worth of the child is valued and underpinned by mutual respect, regardless of race and gender.

Staff corporate responsibility extends to the professional responsibility that will ensure that time-keeping and supervisory procedures are strictly adhered to.

Discipline and behaviour come from agreement on procedures and responsibilities and the staff of the school recognise the need to maintain their commitment to being prepared and on time for teaching duties and playground supervision and to prioritise their presence in the classroom above other demands upon their attention.

Purpose

- to encourage a calm, purposeful and happy atmosphere within school
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour, including learning social and emotional skills
- to have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- to help pupils, staff and children have a sense of direction and a feeling of common purpose.
- to protect the children from self-inflicted abuse or injury
- to allow the children to develop and demonstrate positive abilities and attitudes
- to foster positive caring attitudes towards everyone where achievements at all levels are valued
- to ensure the safety and well-being of all people in the school
- to protect the environment.

Broad Guidelines

1. To ensure that all adults and pupils adhere to the schools codes of conduct and the schools policies that relate to the safe guarding and wellbeing of all pupils.
2. To ensure that there is corporate responsibility for discipline within the schools educational experiences.
3. To ensure that the school is maintained as a calm orderly place in which pupils feel safe and show a willingness to attend and enjoy their learning experiences.
4. The discipline policy demands a positive attitude with praise and reward and the setting of good examples

General Equality and Diversity Statement

Longton Lane Primary School is guided by a clear vision and set of aims, one of which is equality. We are committed to eliminating unlawful discrimination and promoting equality of opportunity for all. We are determined to do everything we can to make sure that learners are treated fairly and that everyone has equal access to the services provided by the school.

We believe that all learners should have equal access to the curriculum and this will be achieved by:

- All learners having access to the curriculum through the use of specialist equipment, resources, teaching and learning strategies and activities based on individual need.
- Specific learning and teaching strategies being used to maximise access to the curriculum for learners within identified cohorts and those with barriers to learning.
- Teaching and learning strategies, resources and planning that aim to reflect our multicultural society.
- Ensuring equal access to all aspects of the curriculum for everyone.

Agreed by Full GB 19th May 2014

Next review due Summer term 2016

Signed _____ Chair of Governors

_____ Headteacher

Behaviour Guidelines

1. Within our school community

- We do listen to people, we do not interrupt.
- We are be honest, we do not cover up the truth.
- We are kind and helpful, we do not hurt people's feelings.
- We do work hard, we do not waste time.
- We are gentle, we do not hurt anybody.
- We do look after property, we do not waste or damage things.

These are adapted to be age appropriate.

2. Our school playground rules are;

- Play fair and by the rules
- Share friendships, games, belongings and equipment
- Look after everything in our school
- Always make sure an adult knows where you are
- Use kind words and actions
- Listen carefully and follow instructions

3. The school has a care and control policy and guidance that all staff are aware of and adhere to. This links clearly to the school team teach training
4. The school operates a positive approach to behaviour, a "catch the pupil being good" ethos. This is reflected in the schools' pastoral systems.
5. Pupils are encouraged to demonstrate appropriate behaviour at all times, as modelled by staff.
6. Manners and courtesy are promoted by all adults working within school.
7. The school strongly promotes a safeguarding culture that cares for our pupils' safety and wellbeing.
8. Roles and responsibilities for pupils and staff are all demonstrated in the school rules. However we have identified responsibilities appropriate for pupils, staff and parents and these are as follows;

Staff responsibilities are:

- to treat all children fairly and with respect;
- to raise children's self esteem and develop their full potential;
- to provide a challenging, interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual and to be aware of their (special) needs;
- to offer a framework for social education.

Children's responsibilities are:

- to work to the best of their abilities, and allow others to do the same;
- to treat others with respect;
- to obey the instructions of the school staff;
- to take care of property and the environment in and out of school;
- to co-operate with other children and adults.

Parents' responsibilities are:

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their children do in school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy;
- to be aware of the school rules and expectations.

Developing a Positive Learning Environment.

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good staff/pupil relationships can develop. We expect the right example in matters of dress, punctuality and commitment. All staff are responsible at all times for the behaviour of pupils within their sight and sound. To ignore bad behaviour does not foster the atmosphere and trust we have established. The establishment of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are essential parts of our discipline policy.

Children engaged in meaningful educational activities which are carefully matched to their abilities are less likely to cause behavioural problems than children who are regularly given meaningless, repetitive tasks unmatched to their interests or abilities.

The discipline of pride in work is a self-motivating self-discipline which can over-ride all other forms of discipline and provide the strongest possible constraints on behaviour. The success of a discipline and behaviour policy is dependent upon the quality of experience provided by the school's curriculum.

The majority of behavioural problems occur during play periods. When children have had unhappy experiences they may vent for their frustrations and consistent supervision is vital. It is our aim to instil self-discipline to reduce these incidents. Other forms of bullying, teasing and name-calling must also be dealt with consistently and firmly using the school rules so children know what is and is not acceptable.

Respect for others is developed within the contexts of the school's spiritual, moral, social and cultural context. The ethos and atmosphere of the school along with the attitude of the staff will most effectively instil this. Positive attitudes will be most effective in improving behaviour.

As well as punishing poor behaviour it is essential to look for the reasons for its occurrence. To ignore this is to ignore our philosophy of education.

Strategies for Promoting / Sustaining Appropriate Behaviour at Longton Lane Primary School.

Celebration Assembly

Celebration Assembly takes place each Friday afternoon and is an opportunity for the whole school community to join together and celebrate both academic and behavioural achievements. Parents / carers are invited each week and it is led by a member of the SLT.

School Rewards

Children are regularly rewarded for excellent behaviour and academic achievements throughout the school.

As a school we have agreed to a reward system that incorporates collective responsibility between pupils.

Staff will operate a system where beads are given as a reward, each class will have their bead pot on display.

The class work collectively to gain beads, a list of why beads are rewarded can be found in classrooms and the staff handbook.

Staff have agreed that classes with work towards different bead totals as age appropriate. Staff will decide when and what the reward activity will be through consultation with their class. School fund will provide £10 per class each half term for such activities.

FS 2 will aim to collect 20 beads in a week for a 30 minute class reward

Year 1 will aim to collect 20 beads in a week for a 30 minute class reward

Year 2 will aim to collect 40 beads in a fortnight for a 30 minute class reward

Year 3 will aim to collect 60 beads in a fortnight for a 30 minute class reward

Year 4 will aim to collect 80 beads in a fortnight for a 30 minute class reward

Year 5 will aim to collect 100 beads in a fortnight for a 30 minute class reward

Year 6 will aim to collect 100 beads in a fortnight for a 30 minute class reward

Class Rewards.

In addition class teachers may award mini certificates, raffle tickets etc... on a daily basis for small steps of success as appropriate to need. Some children may also be on individual reward charts.

Postcards will be sent home to parents, for individuals who excel at good behaviour and academic progress.

Sanctions

Each class has a red paddle should an emergency or unsafe behaviour take place ensuring that a member of SLT can be summoned.

In the first instance of inappropriate behaviour a positive reminder will be given about good behaviour.

Persistent behaviour will result in two warnings from a member of staff followed by time being entered into the class reflection log and the loss of break time.

Reflection time will be supervised by staff in the nurture room. Reflection time will be logged on a weekly basis by the DHT and letters sent out as appropriate to inform parents when a child has continually accessed reflection time.

	REWARDS	SANCTIONS
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FOUNDATION STAGE	Verbal praise Stickers Beads Certificates Inform Parents / Head - Postcards	Verbal warning Time Out within room Reflection Log Refer to KS Leader / Deputy Inform Parents / Head
KEY STAGE ONE	Verbal Praise Star chart /stickers etc Beads Certificates Inform Parents / Head - Postcards	Verbal Warning Time Out within room Reflection Log Inform KS Leader /Deputy Inform Parents / Head
KEY STAGE TWO	Verbal praise Raffle tickets / stickers etc Beads Certificates Inform Parents / Head - Postcards	Verbal warning Time Out within room Reflection Log Refer to KS Leader / Deputy Inform Parents / Head
LUNCHTIME	Verbal praise Stickers Beads Inform Parents / Head - Postcards	Verbal Warning Time Out (Reflection) Temporary loss of lunchtime Lunchtime exclusion

Rules.

Children and parents are made aware of the school rules at the start of the academic year. The School rules appear in the Welcome Pack, Home – School Agreement and in and around school. They are also on display in every classroom and working area so that everyone can see them

The Home School Agreement.

Home School agreements are issued to all pupils each year via permission booklets and are completed by pupils and parent/carer. These are kept in the individual pupil folders.

It is vital that teachers keep parents informed of any incidents which may be cause for concern.

Members of staff use reflection logs, to record incidents, these are kept within each classroom.

Issues related to the discipline policy.

Bullying (refer to the schools Anti – Bullying Policy)

We aim to create an atmosphere in the school that will enable the pupils to feel safe, secure and willing to learn. Pupils are expected to speak to staff in a courteous and respectful manner at all times, reflecting the continuous modelling of such behaviour by staff. They are also expected to speak to other pupils politely and tolerantly avoiding verbal bullying including name-calling and threats. All forms of bullying are dealt with firmly. Pupils are encouraged to seek help from staff and parents if they experience, or witness, anti social behaviour. All pupils should feel secure and comfortable, this is of paramount importance if all pupils are to be given an equal opportunity to learn.

This is linked to the discipline policy with an awareness of the school rules. Bullying is deemed to be persistent behaviour which makes others feel uncomfortable either by what is said or by invading personal space. If incidents of concern/ bullying are continuing, the class teacher obviously passes the problem onto the SLT. It is made very clear to the children involved that this is not acceptable behaviour in school and usually this is enough to curtail the problem. Monitoring of behaviour and observations are individually tailored to ensure that any difficulties are addressed. If further incidents occur the head teacher will contact the parents and discuss the problem and again make it clear that this is not acceptable behaviour in school. The head teacher will also inform the parents of the child who feels they are being bullied. All children know that they inform their class teacher if they have any concerns. With incidents where these procedures have not resulted in acceptable behaviour the final solution would be the involvement of outside agencies and possible exclusion from school.

Racial and Sexual Harassment.

Racial harassment may take verbal or physical forms, all incidents must be recorded by staff on appropriate documentation.

Sexual harassment most often, though not exclusively, is conducted by boys against girls. We must ensure that appropriate sexual behaviour is emphasised at all times. It is essential that staff listen to concerns and take the appropriate action against such harassment.

Children with consistent Behavioural Problems.

In such cases the child will be assessed according to following criteria.

Stage 1.

- ❖ Identification of the child.
- ❖ Monitor and analyse child's behaviour (degree and frequency)

Stage 2.

- ❖ Individual Behaviour Plan developed by school.

Stage 3.

- ❖ Referral to Support Services.

Early intervention to control problems is vital. Use of support services such as the behaviour improvement team and the educational psychological service is to be encouraged where appropriate.

Guidance on exclusion from school.

Under s. 156 of the Education Act 1996, the power to exclude a pupil may be exercised only by the Head. Exclusion may be only for disciplinary reasons. Exclusions may be permanent or for one or more fixed periods not exceeding 45 days in any one school year.

Fixed Period Exclusions

Parents must be informed of the decision without delay and by post – oral notification may also be appropriate. The parents must also be informed that they may make formal representations to the governing body and the LA. For a long exclusion the governing body should meet quickly to consider whether to uphold the Head's decision. The name and address of the EWO should be included. The governing body and LA will be informed of all exclusions.

If the exclusion is for more than two days then homework will be provided. For longer periods of exclusion then advice from the LA will be sought.

Parents may ask to meet the Governing Body and this should be done as soon as possible. However, this should not be confused with the formal appeal, which may follow.

Permanent Exclusions

As above, parents will be informed, in writing, of the decision. The letter will include other disciplinary measures taken prior to permanent exclusion. The LA will be informed. Parents will be informed of their right of appeal. The parents must do this within seven days of being notified.

The LA can direct the reinstatement of a pupil. The reinstatement or upholding of the exclusion must take place within 15 days. If it is upheld then the parents must be informed of their right of appeal.