

LOSELEY FIELDS PRIMARY SCHOOL

BEHAVIOUR POLICY

(Managing behaviour positively)

Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel safe, valued and motivated to achieve. At Loseley Fields Primary School we aim to create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by the whole school community.

Aims

We aim to:

- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents;
- apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour;
- promote sound moral and social attitudes where children learn respect for themselves and others;
- ensure that all staff feel supported in their determination to secure effective behaviour for learning;
- ensure everyone associated with Loseley Fields is aware of our rules, rewards and sanctions;
- monitor pupil behaviour effectively in order to support more effective learning across the curriculum; and
- use outside agencies effectively to support good behaviour for learning.

Values

Loseley Fields Primary School is a Values School. It is our Values that determine our thinking and behaviour. Through a Values-based Education, a positive culture for teaching and learning is created which is based upon valuing ourselves, each other and the environment. Our School Values support the development of the whole child.

The ethos of our school is built on a foundation of eleven core Values which are addressed directly through lessons, assemblies and across the whole curriculum. Each month we focus on a particular Value. We learn to understand what the Values look like and how we can demonstrate the Value, in the way we behave, in our attitude towards each other and in our learning. Parents are encouraged to develop the monthly Value at home.

Positive Behaviour Management

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim at Loseley Fields is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are essential to a calm and orderly atmosphere, where effective teaching and learning can take place. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Whole School Approach to the use of the 'Golden Time'

All children will have the opportunity to take part in 'Golden Time'. Across school, there is weekly 'Golden Time' for those children who have adhered to the Golden Rules.

The school has a set of '**Golden Rules**' of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy. The school expects every member of the school community to behave in a considerate way towards others.



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Roles and Responsibilities

Staff are expected to:

- treat all children fairly and with respect, acknowledging individual needs
- model positive, professional relationships throughout the school community
- speak calmly and authoritatively
- enhance children's self-esteem and develop their full potential
- support pupils in managing their emotions and behaviour
- provide/support a challenging, interesting, relevant and varied curriculum

- create a safe and pleasant environment, physically and emotionally
- communicate with parents/carers regularly
- use rewards, rules and sanctions clearly and consistently
- establish and maintain clear boundaries
- challenge unacceptable behaviour in class and around the school
- confiscate prohibited items
- adhere to anti-bullying and anti-racist procedures

Parents and Carers are expected to:

- support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- encourage respect for their child's school, staff and their child's classmates
- show respect and support for the school's Anti Bullying and Anti Racist policies
- support their children's development and learning, offering encouragement and praise
- make every effort to attend meetings
- ensure good attendance and punctuality
- have a clear understanding of the school behaviour policy
- keep the school updated with any changes at home, which may have an impact on school life

Pupils are expected to:

- treat everyone in the community with respect and show 'pride in the badge.'
- follow the 'Golden Rules' and behave appropriately.
- know that consequences will be put in place if these expectations are not met at any time during the school day.
- accept support when needed, for making the right choices and understand that adults in the school are looking for the best interests and rights of all the children
- attend every day, arrive on time and enter the school ready to learn.
- participate and play an active role within the school.

Governors

The governing body has the responsibility of setting the guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues.

Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are:

Verbal praise in class
Written praise in marked work
Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
Golden Time, class reward charts and certificates
Sharing and celebrating success in 'star of the week' assembly
Stickers, vivo stars, special certificates and trophies

Strategies, Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

The approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular reminders of the 'Golden rules' are to be used as a non-confrontational approach to disruptive behaviour.

Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Staff are right to challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. Applying a sanction to whole groups for individual acts should be avoided. Sanctions may be put in place to deal with incidents and will include a variety of actions:

The 'look'
Warnings given
Quiet reprimand in private
Time out of the classroom to reflect on behaviour (see reflection form)
Loss of playtime
Loss of golden time
Informal words with parents
Referral to SLT/Headteacher
Letters of apology
Letter home to parents
Internal exclusion for a set period

Unacceptable behaviour

Unacceptable behaviour can be divided into three broad bands:

Level One: misbehaviour that can be effectively managed within the classroom or playground environment by staff.

Level Two: more serious misbehaviour that is not so easily managed within a classroom or playground environment. The staff may involve parents.

Level Three: very serious misbehaviour or persistent level two behaviour.

Formal involvement of the Head, SLT and parents. Other agencies also involved such as, Educational Psychologist, Education Welfare Officer, Primary Behaviour Support Team and others.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

Shouting, either in person or over the telephone.

Speaking in an aggressive/threatening tone.

Physical intimidation e.g. standing very close to her/him.

The use of aggressive hand gestures/exaggerated movements.

Physical threats.

Shaking or holding a fist towards another person.

Swearing.

Pushing.

Hitting, e.g. slapping, punching or kicking.

Spitting.

Racist or sexist comments.

Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.

Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site

Circulating letters with derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers within the community or to others outside the school

Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Serious Incidents

In the event of a Serious Incident, a message will be sent to the Head Teacher, Deputy Head Teacher and/or member of the Senior Leadership Team for immediate back-up.

This type of behaviour is generally rare and it is the responsibility of the Head Teacher or Deputy Head Teacher or member of the Senior Leadership team who will deal with it particularly if the problem is recurring.

Restorative Justice/Reflection on Actions/Forgiveness

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Pupil Support

During their time at school some pupils will require extra support in managing their behaviour. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

Behaviour charts to enable celebration of good behaviour

Increased communication between home and school

Individual behaviour plans

Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers

Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.

Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour

Alternative curriculum provision

Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

Exclusions

Fixed Term Exclusion

Exclusion will always be seen as a last resort at Loseley Fields Primary School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) 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 **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. See Exclusions policy).

Attendance and Punctuality (see Attendance Policy)

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

Prejudiced Behaviour or Bullying

Racist, sexist or any other prejudiced comments will not be tolerated at Loseley Fields Primary School. Similarly, any instances of bullying will be treated very seriously, and will be tackled rigorously and immediately. Incidents of these natures will always be recorded and parents will be informed. As well as the appropriate consequences, children will be supported to understand the seriousness of these behaviours.

See the Anti-Bullying and Equal Opportunities policies for more detail.

Monitoring and Evaluation

The Headteacher/SLT and governors monitor the effectiveness of this policy on a regular basis in order to measure its' effectiveness. This will take the form of an analysis of behaviour incidents, intervention and evaluation of outcomes, pupil, staff and parent voice activities and lessons learned from case studies.

Review

This policy will be annually reviewed and an action plan, if required, which will be linked to the School Improvement Plan will be drawn up.

Miss Jill Pearce-Haydon
Headteacher

To be reviewed: In the academic year 2019/2020