



Positive Behaviour Management Policy

At Livingstone we expect high standards of behaviour. Our aim is that every member of the school community feels valued and respected, and that everyone is treated fairly. This policy is to support all members of the school to live and work together creating an orderly and safe environment where effective teaching and learning can take place. We believe that positive approaches to behaviour management encourage everyone to develop self discipline and control.

Aims

- To help children grow in a safe and secure environment
- To become positive, responsible and increasingly independent members of the school community.
- To develop an ethos of kindness and co-operation between everyone.
- To ensure consistent approaches to and expectations of behaviour.
- To recognise and congratulate children on their contribution to positive behaviour.

Our school rules were developed by the School Council and agreed by staff and governors.

Each class has its own reward system which takes a variety of forms.

All staff congratulate children for positive behaviour to learning, toward classmates and to their contribution to a whole school ethos that embraces the right of everyone to feel safe and valued.

Every Friday we nominate one child from each year group to bring examples of good work to Celebration Assembly. In addition class teachers nominate another child to say 'Thank you' to them for displaying positive attitudes i.e outstanding collaborative work, resilience towards learning, outstanding displays of kindness, initiative etc. Certificates are distributed to children. Copies of these certificates are displayed on the 'Celebrating Success' board in the front entrance

Each month one pupil from each class is selected to receive a special 'Golden Award' and is given a gold pencil for sustained effort. The names of these children are also displayed on a board in the front entrance. Parents are invited to these assemblies. Each child has the chance to be "Special Person" for a week. Classmates are encouraged to identify children's 'qualities' which are recorded by the teacher and displayed on classroom doors. These children sit on a chair at assembly, and are selected to do special tasks throughout the week e.g. ring the school bell at the end of playtimes.

Sanctions/ consequences- Where behaviour is deemed inappropriate:

- An adult gives a visual cue to the child.
- A verbal reminder of expectations.
- A second reminder of acceptable behaviour will follow
- Child will be isolated in an area of the classroom or removed to a quiet area. e.g The Nest
- Child may lose out on Playtime, Lunchtime or Golden Time or other privileges.

If a child is disruptive in class, the teacher reprimands him or her (reminding the child about making better choices). If a child misbehaves repeatedly, we will isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The school does not tolerate bullying of any kind. If a child threatens, hurts or bullies another pupil, she/he is removed from the activity. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour so that we can reassure children that they are able to attend school free from fear and are supported to do so. The class teacher records the incident. (See ANTI BULLYING POLICY)

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and will organise a meeting to discuss the situation, to agree on the most helpful way to support the improvement of the child's behaviour

The role of the class teacher

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and moving around the school buildings. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teacher treats all children in their class fairly with respect and understanding. The class teacher discusses the school rules with each class and enforces these with consistency. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. Some children may need a behaviour plan which indicates how the child can be supported to behave in an acceptable way. These plans are shared with staff to ensure a whole school approach to supporting individual children.

The class teacher will liaise with SEND co-ordinator who may contact external agencies, as necessary, to support the progress of each child. The class teacher reports to parents about the progress of each child in their class including behaviour.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general 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 governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. Concern/ behaviour incident sheets are used to record incidents which occur at break or lunchtimes: lunchtime supervisors give written details in the incidents book that we keep in the staff room.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: _____

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date to be Reviewed

September 2016
September 2018



Personal Behaviour Plan for _____

This is to help us and the child. It is an aid to positive behaviour and is not a guide to suitable punishment. This is not, nor intended to be, a complete aid to managing difficult behaviours. It is an attempt to be an aid to managing and guiding the child so that we can reduce the incidence of extreme behaviour, making school a more rewarding place for this child and all children.

This is a confidential document and is not to be discussed with anyone outside of the school without the permission of the Headteacher.

Likes doing.....

Doesn't like.....

Likely difficult situations.....

Possible early interventions/strategies.....

Rewards.....

Sanctions.....

Do.....

Don't.....

Good companions.....

Bad companions.....

Further notes.....