

Behaviour Policy

Aim

The aim of Longhoughton C of E Primary School is to create a positive, caring environment where each individual can fulfil their true potential, no matter how short a time they are in the school. Our aim is to help the children start to form the values that will help them make moral choices throughout their lives. As part of this we aim to set and maintain high expectations in standards of achievement and behaviour and expect parents to support this aim. As a Church of England School the values underpinning this aim are those of the Christian faith and we seek opportunities for children to explore these.

We know that good learning can only take place when children feel secure and happy within the school and behave well. For this reason we expect all children to meet high standards of behaviour and to show responsibility in their attitudes and actions towards their work and towards others.

We know that everybody has a role to play in the management of behaviour and all adults will follow the whole school approach consistently. All members of staff have the authority to discipline children appropriately. We expect all children to show equal levels of respect to all adults in school.

Maintaining High Standards of Behaviour

Longhoughton C of E Primary School works in a positive way to reinforce good behaviour and to reward those children who meet or surpass our expectations. We will regularly highlight children who are a good example to others.

Conversely, poor behaviour will not be tolerated and we use a range of sanctions to address any incidents of such behaviour. In all cases of poor behaviour we will make sure the child has understood why the behaviour was inappropriate. We will notify the parents/guardian to aid the child's understanding as appropriate.

Rewards

Our positive behaviour management strategies include the following:

- Verbal Praise
- Behaviour Charts
- Castle Points
- Stickers
- Marbles in the jar
- Raffle Tickets
- Achievers of the Week
- Wall of Fame

The above rewards will be highlighted and reinforced through discussion as part of regular PSHE.

Sanctions

Longhoughton C of E Primary School will apply the following sanctions in consideration of the offence and individual circumstances. The list is in an approximate order of severity but is not meant as a progressive system whereby an offender has to work their way through it.

- Being reprimanded verbally/being told off (with reason/explanation of offence)
- Time out of lesson (to designated place within classroom)
- Time out during playtime (sat on a bench or in outdoor classroom)
- Time out of classroom (sent to another teacher)
- Lost playtime(s)
- Sent to Headteacher
- Parents consulted
- Fixed term exclusion
- Permanent exclusion

All of the above sanctions will be applied with sensitivity, flexibility and a great deal of common sense. We will talk to a child about their behaviour and why a particular sanction has been applied. We will always try to enable opportunities for a child to make up for poor behaviour and then to have the sanction reviewed appropriately. If appropriate, we will encourage the child to explain their actions. We will encourage all children involved to discuss the matter.

The Headteacher has overall responsibility for ensuring equality and fairness.

Wherever practical, we will discuss an individual child's behaviour with parents and behaviour will also be discussed at parent teacher interviews and as part of the child's annual report.

There will be a record of children having time out during playtime; this will be monitored by the Headteacher.

Any child who is regularly receiving sanctions (at whatever level) for their behaviour will have a behaviour record to document incidents and actions taken. The Headteacher will be informed of any child for whom this is necessary. These records may indicate triggers resulting in inappropriate behaviour.

Parents will be called to discuss concerns and support that can be provided.

Following consultation with parents, if agreed, additional support may be sought internally or from other agencies such as:

- Special Educational Needs Co-ordinator (SENDCo)
- SEND Support Services

Behaviour Support Plans/ Positive Handling Plans

Some children in school need continuous support and monitoring of behaviour issues during the school day. Behaviour Support/ Positive Handling Plans are a means of children discussing their behaviour and attitude to learning progress during the school day with a member of staff in a calm environment.

Exclusion

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary, the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

Team Teach

All staff in school are Team Teach trained to increase staff confidence in dealing with difficult situations and responding to challenging behaviours. Emphasis is on de-escalation strategies and promoting positive behavioural support.

Monitoring, Evaluation and Review of behaviour

The Headteacher will be responsible for overseeing the standards of behaviour and the implementation of the policy.

The behaviour policy will be discussed by staff and the Full Governing Body on an annual basis.

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