

## Laughton All Saints' C of E Primary School



### Policy for Positive Behaviour

*Reviewed by the Governing Body & staff: Autumn 2019*

*Parents consulted: Autumn 2019*

*To be reviewed: Autumn 2020*

Our Vision states:

At Laughton All Saints' Church of England Primary School we welcome every child as a special individual loved by God. We celebrate children's awareness of their local, national & global community, supported in their development at home and at school.

In our Church of England school we are tolerant of others and promote respect for the dignity and worth of each individual. We aim to nurture caring, self-regulating citizens. We help each child to fulfil their potential physically, academically, socially, morally and spiritually, without fear of discrimination.

Children have self respect as unique, self-regulating individuals and are responsible in their attitudes towards others, within their Christian community and beyond.

At Laughton All Saints' Primary School, everyone is treated as an individual as part of a caring, supportive Anglican Community. The Christian values of Love, Peace, Kindness, Compassion, Respect, Responsibility, Forgiveness, Honesty, Justice, Integrity, Trust, Hope and Faith ensure that children can flourish in our nurturing environment. Our ultimate aim is that all can learn from their experience and that all can be forgiven.

We are a fully inclusive school and we value the individual within the school community. We aim to ensure that all children feel valued and thrive in a safe, happy environment, which allows them to fulfill their aspirations and develop confidence in themselves as successful learners and valued people.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff, governors and volunteers will set high standards as role models at all times and learners will be given clear guidance about what is expected of them. Discipline and mutual respect between all stakeholders underpin the ethos of Laughton and children learn that they have both rights and responsibilities.

Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in P.S.H.C.E. lessons, Circle Time and assemblies.

The school's behaviour policy is underpinned by the fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At our school all learners know that our aim is for them to be happy and safe and that they have the support of all staff and governors to ensure that they are. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background.

#### **OBJECTIVES**

1. To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to 'Excellence and Enjoyment'.

2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values, kindness, care, good humour, good temper, obedience and empathy for others.
5. Good behaviour creates a better climate for learning.
6. By reinforcing good behaviour and discouraging poor behaviour, we aim to foster in each child the ability to determine right from wrong; grow in independence, thought and judgment and take responsibility for their own actions.

## Our Golden Rules

Our behaviour policy is based on our Golden Rules, which are displayed prominently throughout school and are constantly referred to. They are based on the underlying principle of positive teaching and the idea of 'catching children being good.' The school rewards good behaviour as this promotes an ethos of kindness and co-operation. This promotes self-esteem and gives children a chance to learn from their mistakes. Class charters and School Council are based on these principles.

<i>We are gentle.</i>	<i>We don't hurt others.</i> <i>We encourage each other to resolve problems verbally.</i>
<i>We are kind and helpful.</i>	<i>We don't hurt anybody's feelings.</i> <i>We are good role models and always think before we act.</i>
<i>We listen.</i>	<i>We don't interrupt.</i> <i>We listen to learn.</i>
<i>We are honest.</i>	<i>We don't cover up the truth.</i> <i>We take responsibility for our actions.</i>
<i>We work hard.</i>	<i>We don't waste our own or others' time.</i> <i>We strive to excel through perseverance and encouragement for each other.</i>
<i>We look after property.</i>	<i>We don't waste or damage things.</i> <i>We help others be responsible for the school.</i>

Each one is divided into two levels of understanding, which are age appropriate and encourage older children to take responsibility for each other and become outward looking.

The primary aim of a behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in allowing everyone to work together in an effective and considerate way to become responsible and independent members of the school community. Pupils are expected to follow the Golden Rules at all times around school, including during collective worship and in the playground, as well as on educational visits. They are also taught and expected to demonstrate good table manners during lunchtime.

## STRATEGIES

1. All pupils will be taught to treat others with respect and their behaviour will reflect this.

2. Children will be taught to be polite, respectful, well mannered, obedient and well-behaved.
3. All staff are role models. They maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships. One of the most powerful determinants of behaviour management is the example that adults and older pupils set, particularly when managing conflict. Good temper will be expected from adults at all times.
4. Clear, strong reward and sanctions systems used throughout school will acknowledge positive behaviour and tackle negative behaviour directly. These systems will be used to underpin and reinforce good behaviour.
5. Rewards will mainly be determined by the class teacher, teaching assistants or dinnertime staff based on children's age and interests. They may include Student of the Week, the Golden Bucket, the Visitors' Table, a quiet word, or smile of acknowledgement, written comment on a child's work, visit to another member of staff, including the headteacher, informing parent by letter or verbally, a happy face/ sad face list of names on the board, public praise. Staff congratulation is very effective but some children may not wish for this to be made in public.
6. Children are expected to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
7. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. Children will be expected to look after property and take pride in the presentation of their work. Adults will value pupils' work and take care of pupils' books.
8. Teaching and learning is our core pursuit. We expect children to listen, co-operate, be respectful, work hard and try their best. If a child does not co-operate we will follow the procedure in the Behaviour Policy flowchart. Where names are used on the board, these are removed as soon as a child's behaviour has improved. In addition every day is a clean slate. (Appendix 2)
9. Where a member of staff needs support with a behaviour issue, they will refer it to the headteacher who will agree an appropriate strategy of help and support.
10. Children are given clear instructions about what tasks they are reasonably expected to complete and are given models or an indication of what standard is expected.
11. All systems must be applied **consistently** and **fairly**. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour. Staff listen and deal with each individual case objectively.
12. At the start of the year each class reviews the Golden Rules and agrees to the standards we expect in school. This is referred to all year. The Christian values of compassion, kindness etc. as stated above are defined at the start of the year. Anti social behaviour is followed up by being addressed in PSHE or circle Time.
13. Pupils and staff are taught the value of property and learn that resources are not unlimited.
14. Reasonable sanctions meet the severity of behaviours but typical ones include a verbal reprimand, name on the board, loss of playtime minutes or repeating work if it falls below the standard of the individual child's capabilities. A quiet word expressing a teacher's disappointment in otherwise good behaviour is effective in most children. This should be followed up by praise when the child displays positive behaviours.
15. If a child misbehaves, a member of staff will also make sure that the class teacher is aware of any problems. The child will be expected to put right whatever wrong doing has been done e.g. apologise, clear things away. If the child refuses, then either the class teacher will be called or the headteacher.
16. If a child does something wrong, he/she will know that it is the behaviour that is disliked and not the child. If staff and pupils have a good rapport, an expression of disappointment in the behaviour is often the strongest deterrent.
17. Sanctions should give pupils the opportunity to reflect on and modify their behaviours. Short time periods for loss of break are more effective than longer spells. Any opportunity for children to turn their

behaviour around, such as their name taken off the board are effective. Sanctions are used in a measured way and are not intended to erode self-confidence.

18. More severe behaviours, such as physical behaviour towards anyone in school, bullying (including homophobic, biphobic and transphobic behaviour or language), swearing, persistent rudeness, behaviour which causes safety hazards or discriminatory behaviour, such as racism are dealt with alongside the headteacher. The headteacher must always be informed in these instances. The headteacher will decide what disciplinary action will be appropriate for the situation. This may include a verbal reprimand from the headteacher, loss of privileges, break time with the headteacher, school based community service such as clearing the dinner hall. Any incidence of racism will be recorded and all parties and their parents/carers will be informed. The perpetrator will be informed of the effect on the victim and the victim will be empowered to influence the way the issue is addressed. Follow up work with the cohort, appropriate to the incident, will support learning.
19. Any child who deliberately hurts another through physical behaviour or causing a danger is immediately sent to the headteacher and removed from a situation where they are causing danger. The safety of the children is paramount.
20. We will not tolerate bullying or harassment of any kind. If we find an act of intimidation has taken place we will act immediately to stop further occurrences of such behaviour. Bullying is always addressed immediately by the headteacher, following the School's Anti-Bullying Policy. While it may be very difficult to completely eradicate bullying, we will do everything to ensure that all children attend school free from fear.
21. Children are briefed regarding behaviour expectations before each educational visit. Staff have the same powers of discipline on school visits, when pupils are representing the school, and should pay particular regard to pupil safety and discipline when constructing risk assessments. The headteacher can deny a child's place on an educational visit where they feel the safety of that child or others may be compromised.
22. If after an appropriate investigation a pupil is found to have made a malicious serious allegation against a member of staff, the pupil will be deemed to have committed an extreme case of bad behaviour which will result in the pupil being suspended and/or excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.
23. Children will be given clear information about the application of any reward/ sanction system and what behaviours are being addressed. It must be clear that they understand this information.
24. Particular regard should be given to the discipline of pupils with special educational needs to ensure that they understand what is expected of them. Autistic children, in particular, often need clear, direct instructions delivered in a consistent manner. Confusion and distress can lead to them struggling to understand what is expected of them. The school is mindful of its legal duties under the Equality Act 2010. For some pupils with special educational needs and disabilities, a priority list is in place to ensure that consistent standards are maintained, despite the pupil's issues. Sanctions are monitored to ensure there are no inconsistencies or potential discrimination (e.g. Special Educational Needs and Disability (SEND) or ethnicity).
25. Discipline must be reasonable and proportionate and take into account equality e.g. of race, faith, disability, special educational needs, age etc.
26. Children will be treated with dignity at all times. They will never be humiliated and any opportunity for children to learn from their mistakes and make positive choices will be taken.
27. Children leave mobile phones in the front office and collect them at the end of the day. Children must not film or take photographs in school. If children bring valuable items or large amounts of money they will be asked to store them in the front office.
28. Any behaviour which causes concern, particularly changes in behaviour should be reported to the designated safeguarding lead and the school's safeguarding policy should be referred to. The school acknowledges its legal duties regarding keeping children safe.
29. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

30. The definition of bullying is continued negative behaviour towards one or more child, these incidents will be dealt with under our Anti bullying Policy.
31. If staff witness behaviour of pupils outside school which causes concern to another child or parent, they will report this to the headteacher.

### **Guidance when dealing with issues during unstructured time**

During lunchtime, playtime, before and after school, a child's behaviour is dealt with according to her/his age and level of understanding.

If a child's behaviour does not adhere to the school rules, the supervisor will remind the child and follow the Behaviour Policy flowchart. (See Appendix 2)

The principles of resolving conflict are taught to all children and used consistently and on a regular basis to support strategies for resolving conflicts during lesson and unstructured times. Children are taught the 5 Steps of Conflict Resolution: Stop, Say, Listen, Think, Choose (See Appendix 1). Lunchtime and playtime supervisors resolve conflicts where they can and refer to the headteacher if they cannot (or a teacher if the headteacher is unavailable).

When disputes arise all children involved are given the opportunity to explain their case without interruption. If appropriate, older children are encouraged to find a solution through mediation. Children's dignity is retained at all times.

All facts are determined before appropriate sanctions are decided. The headteacher will decide whether the incident warrants a conversation with parents/ carers of the children involved.

If appropriate, time may be allocated to repair and rebuild friendships. Children are encouraged, but not forced to apologise verbally or in writing.

If bullying is suspected, the anti-bullying policy will be implemented. All staff are vigilant to this issue. If any allegations are made the headteacher is informed as soon as possible. Children are taught STOP: Several Times On Purpose.

**If a child is intentionally physical at any time on the school premises they are immediately sent to the headteacher who will deal with the issue. If the child is repeatedly intentionally physical the headteacher will call parents/carers in for a meeting in order to resolve the issue.**

### **Persistent Behaviour Issues**

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we have the right to isolate the child from the rest of the class until she/he calms down, and is in a position to work sensibly again with others.
- Parents/ carers will be informed by the headteacher where persistent behaviour issues arise, particularly if their behaviour causes a danger to themselves or others. Support may be sought from outside agencies such as the Behaviour Support Service, with parental/ carer permission.
- Some children are supported by a highly personalised system for rewards and sanctions such as a sticker chart or a book which they show the headteacher or key adult each day. These systems should be applied consistently and preserve the dignity of the child to retain effectiveness.
- In extreme cases a learner's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines. The headteacher may enforce an internal exclusion if this is felt, by the headteacher, to be more appropriate to the individual case. (For example it may be a supportive mechanism for the purposes of inclusion.). Internal exclusion may be considered as part of our behaviour management policy. The school follows the non statutory Internal Exclusion

Guidance for schools. SLT will determine the duration of this sanction. A sample letter to parents is available in school.

- The following are regarded by the School Governors as valid reasons for exclusion.
  - Substance or alcohol abuse on school premises
  - Persistent bullying of a pupil
  - Physical attack on a pupil, or member of staff.
  - Bringing a weapon on to school premises.
  - Verbal abuse of a pupil, or member of staff.
  - Persistent disruptive behaviour in class.
  - Persistent infringement and flaunting of Code of Conduct.
  - Significant damage to school, staff or pupils' property.
  - Stealing from school, staff, pupils.
  - A more serious issue may result in normal procedures being abandoned and a child being taken home straight away.
  
- If a child threatens, or hurts adults or children and staff are concerned about how the child may respond then Team Teach will be used to control the situation. Staff will record any incident, inform the headteacher and sanctions are put in place to help them understand that their behaviour is not acceptable. Parents will be informed. If parents wish to know more about Team Teach then parents are welcome to come and discuss this with the headteacher.
  
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers to discuss the situation, with a view to improving the behaviour of the child.
  
- Advice and assistance for the school and the pupil may be sought from other professionals e.g. The Behaviour Support Service. Additional support will be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social skills work, and nurture groups. In these cases the child concerned may have adapted/additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff. A Behavioural Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective. At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Behavioural Support Plans.
  
- If a child is repeatedly intentionally physical or repeatedly bullies, the headteacher will consider the underlying reasons for the behaviour and call on support from external agencies. This may include consideration of safeguarding issues and the Safeguarding and Child Protection Policy will be implemented.

In the rare event of a child's behaviour becoming unacceptable, staff have been Team Teach trained and registered and will escort the child from the situation where they are causing a hazard to themselves or others. Members of staff have the power to use reasonable force to prevent pupils committing an offence or injuring themselves or others. This power is only used in extremely rare cases; written records are kept of the incident and parents/ carers are informed.

### **Expectations Of Children**

- Children, staff and governors have the right to feel safe and be happy in school.
- All children are expected to express their feelings in an appropriate manner.
- Children and staff are expected to take responsibility for their own actions. They will be given support to talk through their problems and sort out their own differences through mediation.
- We expect all children and staff to be polite and respect each other.
- Children are taught to be independent learners and thinkers and are expected to behave as such at an age/ ability appropriate level.
- We insist that all children and staff will look after school property and other people's property appropriately.
- Children are taught about personal space and privacy. They are taught why they should not go into another child's bag or drawer without permission. Children are taught about personal space as 'a

bubble' around them. Younger children are taught the principle of 'keeping hands and feet to themselves'. All children are taught that being physical will result in being sent to the headteacher.

### **The Role Of Staff**

- It is the responsibility of all staff to ensure that the school's Christian values are promoted.
- Staff 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.
- Staff treat each child fairly and enforce the school rules consistently. Staff treat all children with respect and dignity, taking into account a child's age, level of understanding and any special educational needs and disabilities.
- Staff trust, listen, give a chance, encourage, praise and like every child.
- Staff are positive in their interactions and show they care. They treat each child with respect.
- Staff recognise children's worries; help them understand that their worries and difficulties are not unique.
- Staff do not jump to conclusions, but deal with each incident afresh.
- Staff will ensure that all learning activities are well planned, organised and resourced, taking into account the full range of the learning abilities, as this will help the child to know what is expected of her/him.
- A positive climate for learning, in or out of the classroom, gives children a feeling of security and confidence.
- Staff should, where appropriate, take time to explain the reasons for a child being asked to do something.
- The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean.
- Staff are responsible for making every effort to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.
- 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. Children are taught about hazards and the reasons for safety rules.
- In the classroom, the class teacher or member of staff supervising the class deals with incidents himself/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice.
- The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. Concerns about a pupil's behaviour are raised, for example, at Open Evenings.
- The class teacher **must** discuss with the headteacher if there are concerns about the behaviour or welfare of a child, including bullying or discriminatory (including racist) incidents or safeguarding concerns.

### **The Role Of The Headteacher**

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school's 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.
- Staff will inform the headteacher of repeated patterns of behaviour will monitor incident logs each week. The headteacher keeps records of all reported serious incidents of misbehaviour.
- Following a meeting with the parents of a pupil with behavioural problems the headteacher may consider the implementation of a Behaviour Book in consultation with the class teacher, Inclusions Manager and the parents. If a child is in danger of exclusion or is excluded, a Personal Support Programme will be implemented.
- The headteacher has the responsibility for giving fixed-term exclusions 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 will be reported to the Chair of Governors and included in the Headteacher's Report. In his/her absence, the headteacher may delegate this responsibility to the appropriate Assistant headteacher.

## **The Role Of Parents**

- Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- The school communicates its aims and values on its website and displays the school's Golden Rules all round school and we expect parents to read these and support them.
- The school expects parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Where there are issues the school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.
- Parents will be asked to be positive role models whilst on school premises, for example, refraining from using offensive language.
- If the school has to use reasonable sanctions to punish a child, it is hoped that parents will support the actions of the school. If parents have any concern about the way that their child has been treated, they should discuss them with the headteacher. If they feel that this has not been resolved they can address concerns to the school governors via the complaints procedure.
- Parents/carers will not dictate the punishment that children will receive.

## **The Role of Governors**

- The headteacher has the day-to-day authority to implement the school Behaviour 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.
- The Governors have endorsed this policy and, with the headteacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. 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 governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

## **Fixed-term and permanent exclusions**

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods (days), for up to 45 days in any one school year. For fixed terms of 6 days or over, special arrangements must be made with a neighbouring school to accommodate the pupil with a supporting member of staff. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, he/she 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 Local Authority 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.

When an appeals panel meets to consider the exclusion, members consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, 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.

Systems are in place to identify pupils showing persistent poor behaviour and if there are any underlying causes.

### **Monitoring**

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents. The headteacher records incidents if a child is sent to him/her because of bad behaviour. Lunchtime supervisors and staff give details of any incident to the class teacher at the end of break times and lunchtime.

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

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

### **OUTCOMES**

This policy will promote the excellent ethos of Laughton All Saints' C of E Primary School. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations so that children become self-regulating individuals who make a positive contribution to society.

This policy should be read in conjunction with other school policies, particularly the Anti-Bullying Policy, The Safeguarding Policy and Equality Policy.

This policy will be reviewed and publicised to staff and parents on an annual basis. It will be presented to children in an accessible format annually and consistently applied throughout the year.

*Appendix 1: Conflict Resolution Poster*

*Appendix 2: Behaviour Flowchart*