

Laughton Junior and Infant School Behaviour Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
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Document Purpose

This policy reflects the values and philosophy of Laughton Junior and Infant School in relation to the behaviour of our pupils. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on praise, rewards and sanctions.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body, is distributed to:

- All teaching staff (access via the policy folder on the network)

A copy of the policy is made available on the school website and in the co-ordinator's file in the staffroom for:

- School governors
- LEA adviser/inspector
- Inspection teams
- Parents
- Visiting teachers

We believe every child should have the opportunity to develop their skills and abilities, including those interpersonal and social skills that characterise acceptable standards of behaviour. Good behaviour is pre-requisite for effective teaching and learning, for the orderly running of the school as a community and for the security and well-being of all within it. High standards of behaviour and self-discipline will enable our children to move from school to the wider community, to live successful lives and make a positive contribution to society.

Aims

- To develop positive, high quality relationships at all levels within the school as a community;
- To identify and cater for the needs of all children and adults so that the best climate for learning can be established and sustained;
- To have high expectations of behaviour and academic attainment combined with active support for those children with learning difficulties or whose behaviour may be inappropriate;
- To share a clear sense of purpose, actively, consistently and cooperatively pursued.

Objectives

- To develop each child's self-esteem;
- To encourage independent learning;
- To encourage children to work together cooperatively and supportively;
- To promote mutual respect and tolerance and a willingness to value each other's activities, choices and preferences;
- To encourage children to make free and informed choices;

- To encourage children to take responsibility for their actions;
- To meet the children's individual and special needs;
- To encourage commitment to the school community;
- To foster environmental concern.

The Learning Environment

To support our aims we should strive to create a learning environment characterised by:

- ✓ Good adult role models for courteous and polite behaviour;
- ✓ Good pupil-staff relationships based on mutual trust, respect and security;
- ✓ Recognition and active encouragement of the partnership between home and school;
- ✓ Praise and public recognition of the child's strengths and achievements;
- ✓ Provision of a broad, balanced and differentiated curriculum which meets the needs of all children;
- ✓ Providing learning experiences which are stimulating, challenging, purposeful, based on direct experience and which promote learning as an enjoyable activity;
- ✓ Using a range of teaching strategies which motivate all pupils, with an emphasis on active engagement, independence and self-evaluation;
- ✓ High expectations within a supportive framework;
- ✓ A classroom organisation which engenders a positive learning atmosphere and encourages both collaboration and independence;
- ✓ Supporting children with special educational needs;
- ✓ A firm, fair and consistent approach to discipline which is non-aggressive and non-humiliating.

Aims into Practice

The following 'laws' were drawn up through a process of consultation with pupils through the School Council. The aim was to achieve a definition of acceptable behaviour and an acceptance of responsibility in striving towards and maintaining expectations.

They are re-introduced at the beginning of each year through discussion and by exemplification and publication appropriate to the age of the children so as to be clearly understood and consistently interpreted by all. This understanding is reinforced by periodic class discussion, through R.E. and in assemblies.

The Laughton Laws are:

1. Look after our school equipment
2. Always respect each other and the adults in school
3. Walk sensibly around school
4. Stay smart by focusing on our learning

The 'laws' are worded positively so as to reinforce an understanding of what does rather than does not constitute good behaviour. Reminders given about these expectations should be similarly positive, i.e. a reminder to 'walk, rather than 'don't run'. Class 'rules' should be consistent with these general expectations and be similarly positive.

All staff share a responsibility to notice and react to appropriate and inappropriate behaviour. It is important that we actively encourage good behaviour by commenting on it and praising it when we see it and do not respond merely to instances of inappropriate behaviour.

We recognise that there are particular times of the school day when children are more likely to behave in an unacceptable manner – notably break and other occasions when a number of

children are in transition. Good practice indicates that we should support the children in the development of behaviour appropriate to these occasions by adhering to agreed systems for ensuring supervision and by good class management and organisation.

Rewards and Sanctions

Rewards and sanctions should form the basis of a positive approach to managing children's learning and behaviour. The emphasis should be on reward rather than sanction and we aim to make any reward or sanction immediate. Sanctions should be used sparingly and ideally support the development of acceptable patterns of behaviour. They should be appropriate to the instance of unacceptable behaviour and to the needs of the individual child.

Rewards

- ✓ praise – public and private
- ✓ sharing of success/Special Mention assemblies/display
- ✓ comment to parents
- ✓ reference to a specific rule/expectation/thanks e.g. 'Great. It was kind of you to tidy the books. That was really helpful.'
- ✓ class teacher star/sticker/stamp
- ✓ negotiated individual/group/class awards/privileges
- ✓ visit to another class/teacher/Headteacher
- ✓ Headteacher sticker/stamp/certificate
- ✓ special achievement stickers & certificates
- ✓ In Nursery children may have a postcard sent home so parents know the positives that have been seen in school
- ✓ Laughton Learner Ladder

The following behaviours are non-negotiable and are not accepted in any way in school:

- Being violent/physical to anyone else including staff
- Swearing
- Using racist language
- Using homophobic language
- Refusing to partake in a lesson
- Being verbally abusive/aggressive to staff or children or using threatening language

These behaviours will result in children being sent to the Headteacher and may result in an exclusion from school.

We use a stepped approach to behaviour management meaning children can always display positive behaviours and this will be praised. If children are consistently unable to follow this behaviour plan additional support i.e. an individual reward chart may be put in place.

If negative behaviour continues we will ask parents/carers to come into school to help establish a plan with school to identify positive behaviours and how we can work on these in partnership.

1. A child is showing low level behaviours – ie shouting out, tapping pencils etc
2. They are given a reminder of expectations/verbal warning
3. The child continues with negative behaviours

4. Their name is written on the board
5. The child continues with negative behaviours
6. Their name is ticked.
7. The child continues with negative behaviours
8. They miss 5 minutes of break (either in class or with their teacher on the playground if the teacher is on duty)
9. They can miss all of their break or lunchtime if behaviours do not improve (i.e. they could have name ticked 3 times during the day)
10. If a child is showing that they need time out they may have a time out card and sit in the reading area (reflection area) of the classroom using a 2 minute timer. When they have apologised for their behaviour they may join back in with the learning.
11. If these behaviours occur in the afternoon (where there is no breaktime), the child will be sent to speak to the member of SLT in the Head's office.

If a child has had to miss their break-time parents must be informed and it needs to be written in their organiser by the class teacher.

If a child has been sent to a member of SLT parents must be informed and it needs to be written in their organiser by the member of SLT.

If behaviour escalates to a point that it is unmanageable or anyone is in danger a child will be sent to the office with an amber card which shows the senior leadership team that support is required

If a child has been given a consequence for their behaviour then this must be followed through. They should also be given the opportunity to write about their reflections in their organiser.

Responsibilities

Responsibilities – class or school based appropriate to age – should be part of every child's experience and not viewed merely as a reward for good behaviour. Responsibilities offered may include:-

- ✓ leading/last in line
- ✓ carrying messages
- ✓ taking the register to the office
- ✓ cleaning the board
- ✓ energy monitor
- ✓ checking/maintaining equipment/materials
- ✓ gardening
- ✓ assisting teacher with specific tasks
- ✓ helping with younger children
- ✓ other specific monitor duties
- ✓ Role of school council/House captain/Sports Leaders – as these are whole school responsibilities whereby the children are representing the school, these positions can be removed if a child's behaviour does not meet expectations.

Unacceptable Behaviour

The following behaviours are non-negotiable and are not accepted in any way in school:

- Being violent/physical to anyone else including staff
- Swearing
- Using racist language
- Using homophobic language
- Refusing to partake in a lesson
- Being verbally abusive/aggressive to staff or children or using threatening language

These behaviours will result in children being sent to the Headteacher and may result in an exclusion from school.

Referral System

Any concerns which a teacher has regarding the behaviour of a particular child should be shared with the parent as early as possible. Home circumstances, dietary/medical factors or learning difficulties that may influence a child's behaviour should be considered.

Assistance may be sought from the Early Help team where making contact with parents presents difficulty.

Should a child's inappropriate behaviour persist, an ongoing record should be kept by the class teacher and the problem discussed with the Headteacher and SENDco.

Incident logs should be completed and given to the Headteacher then kept in the incident log in the main office. Parents may then be asked to keep regular weekly contact with the class teacher to discuss progress. In monitoring a child's progress, note should be made of instances of good as well as inappropriate behaviours, of targets set and of associated rewards or sanctions applied.

The cooperation of parents will be sought at all times. Advice and support may be informally requested at any time from the school's assigned Educational Psychologist. However, should a child's behavioural difficulty persist, a formal referral may, with parental consent, be made to Educational Psychologist Service (EPS) or other relevant section of the Inclusion Service, who will carry out an assessment, offer advice and set appropriate targets. If appropriate, advice and support may also be sought from other agencies, including the health services or the social services. Where the group of professionals involved with the child consider that a significantly higher level of support than can be provided from within the school's resources or that alternative provision is required, an educational health plan will be written.

Exclusion

The exclusion of a pupil from the school is not viewed as a constructive course of action. However, it may be considered as a final resort in instances where the continued presence of the child in school place him/her or others at significant physical, emotional or educational risk. However, should it become necessary to exclude a pupil, the exclusion procedures from the LA will be followed. In situations where a pupil is at serious risk of permanent exclusion, education off-site may be considered by the SEN Panel.