

LYDBROOK PRIMARY SCHOOL

BEHAVIOUR POLICY

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Lydbrook Primary	November 2016	1.0	Reviewed and updated by staff
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“No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn”

On a lesson by lesson basis, pupils will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of 1 lesson so that the learning of others is not disrupted.

This policy refers to all pupils unless they are on a separate Behaviour Plan which reflects their own personal needs. It is important that every adult adheres to the targets set in each Behaviour Plan in order to provide consistency.

Introduction

We believe that good relationships are at the heart of everything we do. If our children are to make the most of every opportunity offered to them, we need to offer an exciting, safe and secure environment in which to learn.

It is our expectation that at all times the behaviour of our pupils will be as good as possible and this is evidenced as part of our daily life in School.

Overall Aims:

To support the whole school community in maintaining high standards of behaviour:

- To develop a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these.
- To communicate these messages clearly to parents, children and staff.
- To establish clear systems which promote positive behaviour.

- To establish consistent strategies for sanctioning undesirable behaviour

Responsibilities

School Staff:

All school staff have an equal responsibility for the welfare and discipline of children in school. Staff have both discussed and agreed the school aims and strategies to encourage good and discourage bad behaviour and bullying.

To ensure consistency across the school, all staff must adhere to this policy.

Children:

All children are made aware of the school code of behaviour and the consequences of inappropriate behaviour.

Governors:

School governors have agreed to the school policy with regard to behaviour and discipline and support the school staff in its implementation.

Parents:

Parents are asked to support this school policy, with regard to behaviour and discipline expectations.

As a school community we share these values:

- We are all as important as each other.
- We support and encourage each other.
- We want everyone to feel safe and secure.
- We want everyone to enjoy being at school.
- We always try our best.
- We respect each other and our environment.
- We have high expectations.
- We value and learn from many cultures and backgrounds.
- We are committed to the all-round development of the child.

Behaviour in school is affected by:

- Pupils' experiences outside of school.
- The quality and resilience of relationships: children and their peers; children and adults; adults with adults.
- The quality of teaching and the learning experience
- Structure and clear organisation
- High expectations and a supportive, flexible approach to learning.
- Adults maintaining an active, positive professional presence.

- The degree to which effort and behaviour is acknowledged.
- The degree to which independence, respect and pupil accountability are expected and encouraged.

AND

- A consistent approach to behaviour management

These whole school values are summarised by the following.

- We respect others and show everyone consideration.
- We listen politely without interrupting.
- We always do our best and take pride in our work.
- We respect people's property and our school.
- We walk around school calmly and quietly.

Our approach is to encourage good behaviour in and around school, rather than punish, to help children develop their self-discipline skills.

Guidelines

Positive reinforcement

A positive environment built upon excellent relationships underpins our approach.

Some examples:

- A smile.
- Thumbs up.
- A "thank you".
- Acknowledgement of appropriate behaviour.
- Genuine interest in activity.
- Enthusiasm for pupils' learning.
- Reinforcement of learning.
- Listening.
- Positive comments specifically relating to effort or behaviour.
- Comment to parents verbally or in a reading diary/homework book.
- Sharing children's successes with peers.
- Honest, specific feedback.
- Showing an interest in the child's hobbies/successes outside of school

Rewards

Our expectation is that pupils will demonstrate good behaviour and an excellent attitude to learning at all times. As a result, our whole school scheme based on the

“Secrets of Success” benefit children during their time in school and beyond, as life-long learners.

Our Secrets of Success are:

- Being ready to learn
- Improving
- Concentrating
- Being resilient
- Being co-operative
- Being curious
- Showing kindness

EYFS children will follow the Characteristics of Effective Learning as recommended by the Development Matters in the Early Years Foundation Stage. This will include:

- A Unique Child-Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships-Children learn to be strong and independent through positive relationships.
- Enabling Environments-Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the practitioners and parents and carers.

Staff will use the Secrets of Success and the Characteristics of Effective Learning in their language of praise and to acknowledge the skills children have used when demonstrating a desirable outcome (For example, “You have produced a really good piece of work because you worked hard”).

Children will be rewarded for using the Secrets of Success by:

- To gain a positive on Classroom Dojo
- For 10 or more Dojos in a week, a text home to inform the parents.
- Recognition through the preparation of a Head Teacher certificate for consistently good learning behaviours over a period of time.

Expected behaviour in all learning situations

- **Line up quietly, outside the classroom prior to the start of each lesson following morning break-time and lunchtime**
- **The children in KS2 will then enter the classroom in silence, stand silently behind their desks and be seated when invited to do so by the class teacher. (In Year R and KS1 the children will sit quietly on the classroom carpet)**
- **Children will sit on their chairs properly**
- **Children will not fiddle with equipment on their tables**
- **During learning partner talk time, children will talk with their learning partners only about what they have been asked to talk about**
- **Children will raise their hand to ask a question without calling out**
- **Children will respect all adults by doing as they have asked (irrespective of whether the instruction is given to an individual child, group of children, to the whole class or whole school)**
- **Children will acknowledge when an adult is talking to them by looking at them and responding appropriately. Children will not shrug at, or ignore adults who are speaking to them**
- **No refusals will be given after being asked by an adult, working within the school, to do something**
- **Children will work hard without disrupting any other pupil's learning**
- **The class will remain silent when another member of staff enters the room as a mark of respect**

NB No refusals will be accepted after being asked by an adult to do something. This will result in automatically moving to Step 2 with the language of choice being implemented. This will give the child the chance to make the right choice.

Following the use of the Script for Choice (consistent language) and a further refusal is then made, Step 3 will be implemented.

Sanctions

If a pupil fails to meet any of these expectations, the following action will take place:

Step 1 **The child will be given a warning and the adult will explain to the child what, about their behaviour, was not right**

Step 2 The child's name will be written on the whiteboard by way of a formal warning and again the adult will explain to the child what about their behaviour was not right.

Step 3 The child will be asked to leave the classroom for the rest of the session. Children in Hawks, Jays and Magpies will be accompanied by a TA and brought to the Headteacher's office. They will then work in silence in the main corridor.

If a child is asked to leave the classroom, this will result in a negative on Class Dojo which will act as a record for the inappropriate behaviour

It is expected that the child will finish their work they have been set independently. If they cause any disruption in this new classroom they will be asked to leave and report to the Headteacher. If they have not finished their work the child will be asked to finish it during the next playtime or lunch time

For children in Owls class, the child will be brought to the Headteacher who will return the child to the classroom when he has talked to the child.

The Headteacher will contact the parents to inform them that their child has reached Step 3 and has received an internal exclusion.

When imposing the sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour.
- Behaviour expectations are reviewed and revisited with the child.
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Wherever possible, the sanction should occur immediately after the 'incident'. The sanction will last for the rest of the session and then the child should return to their classroom for a fresh start at the beginning of the new session with their name still on the whiteboard to act as a reminder (Step 2). If the child does not settle and breaks the expected rules again, the same steps as outlined above will be followed before the child is removed. However if this happens twice in the morning the child will not return to the classroom for the rest of the day.

A child can work their name off the whiteboard following a fresh start by independently turning their behaviour around.

Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history, their difficulties (written on a Behaviour Plan) and the specific context in which each set of behaviours occurs. For these children it is important that the procedure outlined on their Behaviour Plan is followed consistently by all adults.

The use of TAs at an early stage is important to support this especially for pupils on Behaviour Plans.

The expected behaviour around the school (including breakfast club, After-School Care club and enrichment clubs):-

- **To speak to all members of staff and to fellow peers respectfully (including no refusals)**
- **To follow the rules for assembly (displayed in the hall)**
- **To eat quietly and respectfully in the hall (rules displayed in the hall)**
- **To walk quietly around the school without running/shouting**
- **To use the cloakrooms/toilets quietly (rules displayed in each cloakroom)**
- **To follow the rules of the Joys Green bus (rules on clipboard/with Anne)**
- **To follow the rules of the playground (displayed on both playgrounds)**
- **No form of bullying, racist or homophobic comments aimed at other pupils will be tolerated (Report on My Concern)**

Sanctions

If a child fails to meet any of these expectations the following action will take place:

- **The child will receive a negative on their Class Dojo**
- **They will report to the Headteacher at the next playtime or lunchtime depending when the incident occurred**
- **If the playground rules are broken, the child will miss the next playtime or lunchtime, depending when the incident occurred.**
- **If bullying, racist or homophobic comments are reported then these are automatically logged onto My Concern and will trigger a Step 3 response.**

Persistent poor behaviour – what happens next?

- **When a child has been asked to leave the classroom and to report to the Headteacher, the Headteacher will inform the parents that day**
- **When a child has received 3 negatives on Class Dojo the Headteacher will contact the parents and arrange a meeting to discuss the behaviour with the class teacher and himself.**
- **The child will be placed on a Behaviour Plan. The wrong actions as recorded on the Class Dojo will be used to set targets. This will also be recorded on My Concern.**
- **A telephone call will be made after 1 week to inform parents of progress that week and a further meeting will be arranged the following week to decide on the next actions.**
- **If behaviour has not improved over the designated period a formal plan will be introduced which will last for 6 weeks and to be monitored as outlined above. If this links to a Y6 pupil, Mr. Lusted will contact the SENCo of the allocated/preferred secondary school to invite them to a meeting.**
- **If after this further 6 weeks and the behaviour has not been improved sufficiently, the child will be placed on a Pastoral Support Plan which would include mentoring, support from an external agency, a flexi-timetable (time in the classroom and out) and the possibility of a 1 day external isolation. This will last for 16 weeks.**
- **If this course of action fails to improve the behaviour then a further meeting will be called with the Headteacher, the class teacher, the designated Teaching Assistant and the Chair of Governors to discuss further options that could include permanent exclusion.**

Dealing with violent or offensive behaviour

If a child is violent or offensive towards another child or a member of staff, the child will be removed from the situation. This is undertaken by a member of staff or if the child refuses or is deemed dangerous the staff trained in restraint (Sue/Tracey) will be called to safely remove the child. It is important that these members of staff are supported in the process by the Head Teacher.

Lydbrook Primary school acknowledges that, in exceptional circumstances, staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with the local authority's safer handling guidelines.

This 'internal exclusion' will give the child time to calm down and reflect on his/her behaviour. Furthermore, appropriate actions will be discussed and apologies made to the injured parties. As well as recording the incident, parents will be informed by telephone as soon after the incident as possible as outlined above (bullet point 3)

If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and the Headteacher in order to agree on a Pastoral Support Plan (bullet point 6) to support the child, involving outside agencies such as:.

- Educational Psychologist.
- Community Paediatrician.
- Behaviour Support Services
- Child and Young People's Service (CYPS)

External Exclusion

If a child continues to behave violently or offensively towards staff or other children, over a period of time, after a number of intervention strategies have been tried and provision adjusted, the Head Teacher and Governors may consider either short-term or longer term 'external exclusion'. Appropriate paperwork will be completed and parents informed within the required timescale. A record of significant incidents and recurrent behaviours will be kept in the Head Teacher's office. All 'external exclusions' will be documented and retained by SENDCo for future reference.