

LEOPOLD PRIMARY SCHOOL GOOD BEHAVIOUR POLICY

Reviewed July 2020

Next review, September 2021

Introduction

At Leopold Primary School we seek to create and provide an environment in which effective teaching and learning can take place. We have high expectations for our children in both their learning and their behaviour. We work to create a positive learning environment within the school, that ensures that our approach to behaviour management and discipline is consistent, and understood by all the staff, pupils and parents. Positive behaviour is promoted through our Personal, Social, and Health Education (PSHE) curriculum. At Leopold we believe that discipline includes self-control and reflection. We do this by encouraging children to reflect on experiences, understanding the impact of behaviour on others and the wider community, and the know how to express concerns.

It is our aim that every child should:

- **experience school as a happy, safe and secure environment where they are encouraged to develop physically, morally, spiritually and emotionally**
- **develop positive self-images and show respect for themselves, for others and for the environment**
- **have high expectations of their own behaviour**
- **develop increasing independence and self-discipline so that they accept responsibility for his/her own behaviour**
- **become self-motivated, confident, independent learners who fulfil their potential**
- **experience positive links between the school, home and wider community**
- **develop tolerance and understanding of their own and other people's culture, beliefs and customs and learn to value diversity**

We aim to:

- **Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued**
- **Have a consistent approach to behaviour throughout the school**
- **Ensure that children are safe and that they know the boundaries of acceptable behaviour.**
- **prevent bullying (hurtful behaviour repeated over a period of time) in all forms including physical, verbal , social and online bullying**
- **encourage the involvement of both home and school in the implementation of this policy**

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed

STAFF RESPONSIBILITIES

- treat all children fairly and with respect
- raise children's self-esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum
- recognise that each child is an individual and be aware of their special needs: make adjustments to learning programmes to provide personalised learning
- liaise with the inclusion team and external agencies, as necessary, to support and guide the development of each child
- create a safe, welcoming environment both physically and emotionally
- set out and use rules and sanctions clearly and consistently
- be a good role model
- form good relationships with parents so that all children can see that home and school are working together
- provide opportunities for children to take responsibility both within the classroom and through general school duties
- develop a Classroom Charter with children at the beginning of the school year, so that children know how they are expected to behave
- encourage children to take care of their own property, their school, and the property of others
- praise good behaviour both privately and publicly

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.

The Headteacher:

- ensures health, safety and welfare within the school
- keeps records of all reported serious incidents
- has the responsibility for giving fixed-term exclusions to individual children for serious inappropriate behaviour
- may also permanently exclude a child

The role of Governors

- **The governing body has the responsibility of monitoring standards of discipline and behaviour, and of reviewing their effectiveness.**

Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

Pupil Responsibilities:

- to take responsibility for their behaviour
- to be helpful and polite to all members of the school community
- to work and play co-operatively showing respect for each other's work, views, beliefs and ideas

- to try their best in all activities and to take pride in their work
- to keep the school rules
- to speak to an adult if they have a problem or when things go wrong
- to say sorry and suggest ways of making amends
- to accept a consequence/sanction if they have done something wrong
- to move around the school in a sensible and safe manner and show care for the school environment

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 expect parents to support their children's learning, and to co-operate with the school, giving full support to the school's policies and guidelines for behaviour. We inform parents immediately if we have concerns about their children's welfare or behaviour.

The school expects parents to provide a good example to children in the way that they conduct themselves in school and to deal with any problems or conflicts in a calm manner.

We expect parents to demonstrate they value education and respect the work of the school by ensuring that their children attend and do not take holidays during term time.

STRATEGIES

Rewards:

The staff should recognise that positive encouragement promotes good behaviour in pupils and helps to raise their self-esteem.

We praise and reward children for good behaviour in a variety of ways:

- each week we nominate a child from each class to be 'star of the week'
- each 'star of the week' receives a certificate in the school assembly
- we distribute rewards through dojo points and stickers to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- all classes have an opportunity to celebrate achievements
- adults give descriptive/specific praise
- the attendance trophy is awarded to the class who has the best attendance in any week
- class rewards for collectively achieving recognition target
-

The school acknowledges all the efforts and achievements of children, both in and out of school.

Children are recognised in whole school assemblies for their achievements obtained out of school.

Positive reinforcement – Autumn 2020

During the first two weeks of this term, time should be taken to embed fundamental school practices such as sitting at a desk/ on the carpet appropriately, walking around the school building in a line, hand washing and sanitation etc. Dojo points should be awarded to children modelling these expectations until they become routine.

S.L.A.N.T – this acronym is a great reminder about the expectations to demonstrate engagement and interaction of the children during teaching. Please see Appendix 1 for a display ideas to put up in your classrooms.

Recognition board (Green Traffic Light) – At the beginning of this term, when setting the class charter with your classes, as a PD activity come up with a list of non-negotiables of the expectations for the classroom and help the children to uphold the golden rules, for example raising your hand to speak. Before each lesson, day , AM/ PM session a non-negotiable from your list should be picked and displayed as a class target. Where possible this should be next to your traffic light system, please see appendix 2. As the children consciously model the chosen target, they can place their name on the Green traffic light, the aim being for the entire class to have their name on the green board to earn a class reward.

Consequences

Golden Rules

- we are gentle
- we are kind and helpful
- we listen
- we are honest
- we work hard
- we look after property

The school employs a number of consequences to enforce the Golden Rules and to ensure a safe and positive learning environment.

- **We expect children to try their best in all areas.**
- **We use a behaviour traffic light system to monitor the behaviour and apply consequences appropriate to individual situations.**
- **We follow an escalation procedure unless a major misdemeanour takes place.**

Ideas supporting positive wellbeing in your classroom

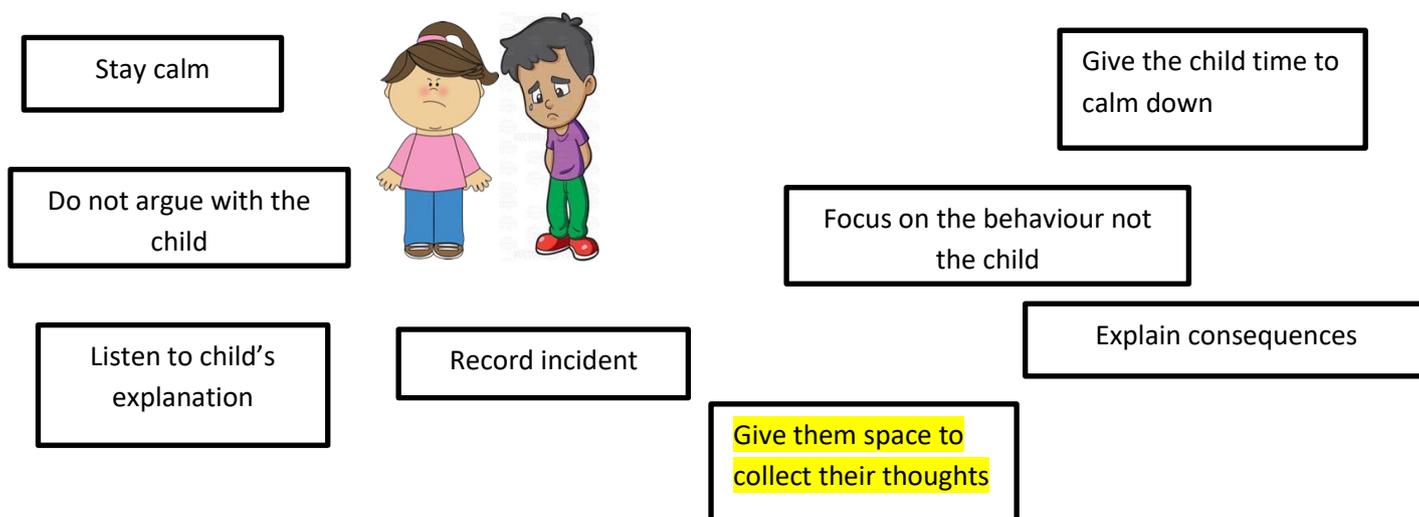
***Mediation and mindfulness – create opportunities for to support with transition after break and lunches. Smiling mind is a free app <https://www.smilingmind.com.au/> with lots of videos to support mediation in mindfulness in children**

***Thanks/ daily appreciation – time should be reserved daily to think about values such as empathy and compassion and personal wellbeing. Daily appreciation/ shout out board can be a simple task as children thanking their peers creating a positive environment and ethos within your classes**

***Mantras/ Positively Phrased Reminders – Teachers can develop sets of mantras/ statements that they can share with their classes for encouragement. Teachers can ask children to conduct this activity in pairs to develop a set of mantras to refocus the children attention to having a more positive and reflective mindset**

https://jazampawfarr.com/wp-content/uploads/2019/01/LM-Banish-Overwhelm.pdf?vgo_ee=TM1YxL9Uqe2tObP9pZSRWS4eWcAsfcphaab%2FyorEzrFOV8PCHCW2SQhD%2BF%2Fb8KUK

Behaviour Escalation Strategy



Disruptive Behaviour

Low level	➡	Verbal warnings – each case should be considered individually in terms of being escalated to the next stage.
Behaviour continues	➡	Move child's name onto yellow traffic light –
Behaviour continues	➡	Time in reflective space in class to reflect on behaviour (length of time depends on child's age) –
Behaviour continues in same lesson	➡	Move child's name to red traffic light Child is sent to parallel class teacher (please see key amendments below) Incident to be recorded in class incident book
If the behaviour becomes more serious	➡	Child is sent to the phase leader, an assistant head or a deputy head. Incident to be recorded in class incident book

**** Please note that our children have been out of the school routines for some time now and all disciplinary boundaries will take extra time to be embedded and re-established. Therefore sending a child out of class should be a final resort. In this current climate, understanding and compassion will help to deescalate behaviour and all children being educated in their own classrooms should be our main priority. Setting aside time for discussion and reflection with the pupils will be paramount during this academic year.**

COVID precautions when dealing with a behaviour incidents

- PPA/ cover staff including Music, Spanish and external agencies will need to use visors and/or masks when teaching different groups.
- When a child is sent to a member of SLT as a **final** resort, the staff member must wear a mask and/or visor when coming into close proximity with a child.
- If a child is displaying violent or physical behaviour, staff members dealing with the incident will need to have a visor and/or mask on before approaching the child.

Serious incidents

Fighting, using unacceptable language, being confrontational, destroying school property		Child's name moved straight to red traffic light. Senior member of staff informed Incident recorder in class incident book Parents informed
Racist, homophobic, sexist remarks		Child's name moved straight to red traffic light. Senior member of staff informed Incident recorder in class incident book Prejudicial incident report form completed Parents informed and invited to meeting with senior leader

The child should complete 'Behaviour Reflection' sheet if the behaviour warrants them missing playtime or lunchtime.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that everyone feels safe and secure at school. If a child threatens, hurts or bullies another pupil, a member of staff records the incident in the Incident Book and this is reported to the head teacher. Parents will be contacted and an appointment arranged to discuss the situation.

Lunchtime Consequences

- When children are not following the rules they are reminded of the Golden Rules and given time to reflect and make the right choice.
- If they persist with the unacceptable behaviour they will be given two warnings.
- If the behaviour continues to be unacceptable the child will be sent to one of the Deputy or Assistant Heads
- For any serious incident the child will be removed from the playground immediately and sent inside to the head teacher/ **phase leader**.
- The parents of the child will be informed by telephone and the incident will be logged in the behaviour book.

The purpose of a consequence /sanction is to:

- Help children learn that consequences follow actions.
- Deter the children from misbehaving again.
- Deter other children from misbehaving.
- Show that school has rules.

The use of consequences/sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Internal exclusion

Internal exclusion is used as a **final resort** within the school to accommodate a child who has been removed from his/her classroom for persistent unacceptable behaviour. The child will spend time in another classroom where they will complete work set by their class teacher. The child will also be given time to reflect on the reasons for their internal exclusion.

Parents will be informed.

Fixed Term and permanent exclusions

- **Only the head teacher has the power to exclude a pupil from school.**
- **The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.**
- **Where a pupil is given a fixed period exclusion of duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of exclusion.**
- **If the Headteacher excludes a pupil, 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, make representations to the governing body. The school informs the parents how to make a representation**
- **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 has a discipline committee which is made up of three or five members. This committee considers any representation on behalf of the governors.**
- **When members of a discipline committee meet 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' discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.**

MONITORING, EVALUATION AND REVIEW

This policy should be read in conjunction with the Safeguarding Policy and Anti-bullying Policy.

The school will review this policy every three years

Review Date: Summer 2020

Reviewed September 2020

S - SIT UP

L - LISTEN

A - ASK & ANSWER
QUESTIONS

N - NOD
YOUR HEAD

T - TRACK
THE SPEAKER



Click Here to Download These Free Classroom Signs!



Appendix 2 – Recognition Board Target



Our recognition target is

