

## **LEOPOLD PRIMARY SCHOOL GOOD BEHAVIOUR POLICY**

**Reviewed and agreed by Governors June 2023 - 2024**

### **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.

## **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
- positive praise post cards are sent home weekly
- follow up behaviour meetings with a letter that is saved in personnel files/SIMS and a copy given to parents.

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**

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 idea.

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 and 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.

### **Golden Rules:**

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

### **Consequences**

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

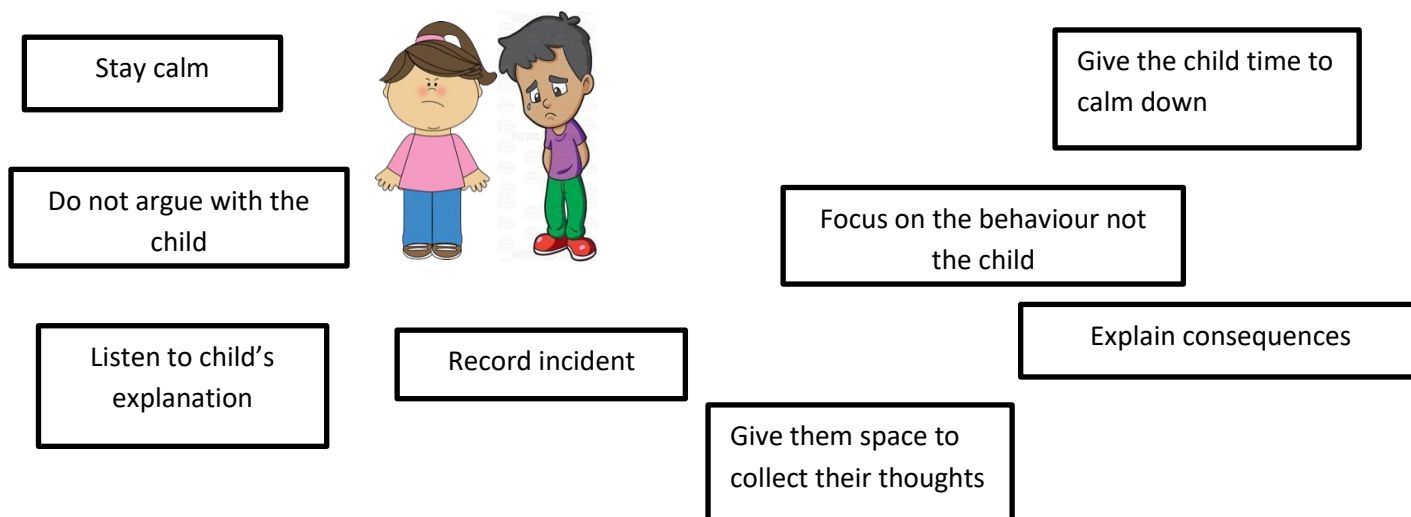
- We expect children to try their best in all areas.
- We follow an escalation procedure unless a major misdemeanour takes place.

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

### 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	➡	Time in reflective space in class to reflect on behaviour (length of time depends on child's age) –
Behaviour continues in same lesson	➡	Child is sent to the parallel class teacher (please see key amendments below) Incident to be recorded on SIMs
If the behaviour becomes more serious	➡	Child is sent to the Senior Deputy Headteacher. Persistent serious incidents should be reported to the Head of School. Incident to be recorded on SIMs Parents informed
Repeated Disruptive Behaviour		Meeting with parents

		Possible strategies: behavior chart, internal exclusions, missing break or lunch time
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### Serious incidents:

Fighting, using unacceptable language, being confrontational, destroying school property		Senior member of staff informed Parents informed Incident to be recorded on SIMs Incident in playground: miss playtime for the rest of the half term, internal exclusion depending on incident Incident in class: Internal exclusion for the rest of the day
Racist, homophobic, sexist remarks		Senior member of staff informed Parents informed and invited to meeting with senior leader Incident to be recorded on SIMs Incident in playground: miss playtime for the rest of the half term or internal exclusion depending on incident Incident in class: Internal exclusion for the rest of the day
Bullying		Meet with parents Remove from playground for 2 weeks Restorative practice Internal Exclusion

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 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 Exclusions:

- An internal exclusion is the removal from a classroom, where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.
- The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.
- The headteacher should make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils. Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
- Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.
- Parents should be informed on the same day if their child has been removed from the classroom.
- The length of time should be communicated at the start of the internal exclusion. This is typically for 1 day for a serious event, however if a child repeats a specific behaviour this may be longer.
- The removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. The room may be located within a classroom in a quiet area of the school, be a separate room within the school or in a separate building with its own entrance. A limit should be set regarding the number of pupils that can be in the remove room at any one time as overcrowding will diminish the positive effect this sanction can have.
- There should be a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.
- Staff facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section
- Education in the remove room: Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers. These activities might include: • completing a task set by the class or subject teacher • completing a task set by staff supervising internal exclusion • discussing the incident with an adult • conducting a self review resulting in a practical outcome such as a written apology • analysis of the pupil's behaviour with supervising staff, with suggestions as to how the same situation can be avoided in the future
- The pupils should have appropriate access to toilets and drinking water. Lunch may be provided in the room unless this contravenes health and safety regulations, in which case it is advisable to ensure lunch is provided at a different time from the rest of the school.

- Schools should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal

### **Suspensions and Exclusions**

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)