

Langmoor Primary School



Behaviour Policy

Date Ratified: September 2023

Review Cycle: Annually

Living, Learning and Laughing together

At Langmoor, we recognise every child as a unique individual, celebrating and embracing different in our community.

Our curriculum is designed to build resilience, respect and other values, enabling our children to become creative and critical thinkers with well developed interpersonal skills who understand how they learn. We recognise and build on each child's prior learning and provide a wealth of first-hand experiences and enhancement opportunities to engage them. We emphasise learning opportunities available in our community.

Children learn by studying an interesting and connected curriculum which is organised into 'umbrella' topics. All skills and deep knowledge is woven into these topics. We encourage children to see the potential in all curriculum subject by exposing them to the best of what they could be in terms of future aspirations. We aim to develop self-directed, responsible pupils who have a life long love for learning.

Leader:

Governor Link:

Signed by Headteacher:

Signed by Chair of Governors:

Rationale:

Langmoor Primary School is a school that believes that every child can do their best and relies on a set of principles and values designed to support high expectations of behaviour. Pupils are encouraged to be independent in making the 'right' choice and are guided and talked through behaviours that occur when problems arise. All achievements, both in and out of school are celebrated, and all pupils feel valued and as though they contribute to school life.

Aims/Objectives:

The school aims to provide a caring, supportive, structured environment where positive behaviour is shown throughout all aspects' of school life. Children are talked through any tricky behaviours through the use of Emotion Coaching, so that children become increasingly self-regulating.

- To have an agreed set of Values that guide thinking and behaviour
- To create an ethos where all children feel valued and supported
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To build up children's self esteem by placing the emphasis on praise and reward
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure that there is a calm working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- To have high expectations of all children.

Staff

All staff must promote, model and teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place. Specific and genuine praise should be used consistently and fairly to:

- Establish an ethos of warm and positive acceptance for all
- Encourage positive self esteem in all pupils
- Reinforce positive values and the behaviours that exemplify these
- More praise than reprimand is essential. If a child is constantly being reprimanded for their behaviour a discussion with SLT and the SENDCo is essential to establish whether any outside agency involvement is necessary
- Reprimands should be delivered as briefly as possible, giving minimum attention to the child
- Reprimands should be directed at the behaviour and not the child. Use the Emotion Coaching language -Eg It is ok to feel angry because of but it is not ok to hit out at someone because you are angry. What could you have done instead?
- The child should be clear on what they are being reprimanded for
- A calm, authoritative tone is important; shouting is never effective

Roles and Responsibilities

Governors:

- To ensure that a Behaviour Policy is in place
- To ensure that it is reviewed regularly
- To ensure the implementation of the policy
- To ensure that the policy does not discriminate on any grounds
- To receive feedback regarding the policy at FGB and through the Headteacher's report.
- To be involved in any issues regarding exclusion
- To create a committee for discipline and complaints

Parents/Carers:

- To be aware of the school's policy as part of the induction process
- To have access to the policy whether via a paper copy or the website
- To encourage the children to uphold the values of the school
- To support the school's system of rewards and sanctions
- To be informed of the school's Behaviour systems and Complaints procedures

Celebration of Success

Attitudes that we value and seek to promote through reward:

- Showing the correct Behaviour for Learning
- Being polite to all
- Showing good listening skills
- Following the instructions, the first time
- Being kind and thoughtful to others (Having kind hands and feet)
- To look after the school environment and equipment
- Move safely and sensibly around the school
- Take turns
- Try our best

Class Rewards & Sanctions

The overarching approach to managing and developing positive behaviour is a whole school approach where children are rewarded with star points. Where pupils make the wrong behaviour choice, a discussion of choices using the Emotion Coaching approach can serve to highlight school expectations.

Different systems can be implemented in classrooms across the school depending on the age of the children. A range of strategies involve

- A Cloud system in EYFS – similar to traffic lights
- Record of class stars
- Pom pom jars
- Character Strength certificates
- Golden Book certificates
- Shields – use in Year 6 only
- Hot Chocolate Friday – 1 child from each class chosen by the class teacher to have Hot Chocolate with the Headteacher

The HT will visit the class to be told who is getting the reward and why on Friday mornings.

- *Any other systems used by the class teachers*

Values

Pupils are encouraged to take responsibility for their own behaviour, learn to understand their emotions, and use values in their every day lives. One value is introduced per term through an assembly and there is a Values board in the hall. The values are below

Autumn 1	Kindness	Autumn 2	Teamwork
Spring 1	Respect	Spring 2	Creativity
Summer 1	Perseverance	Summer 2	Responsibility

Behaviour management

The following lists are examples of the types of behaviours deemed unacceptable and may result in the child being reprimanded and losing minutes of playtime and/or lunchtime

- Shouting out in class
- Use of offensive language including swearing as determined by the class teacher
- Stopping others learning through disruption
- Showing a lack of consideration for others
- Telling lies
- Disruption
- Refusing to work
- Failing to follow instructions

Seriously unacceptable behaviour which may result in the child being reprimanded and a member of SLT being sought to speak to the child. Depending on the behaviour SLT may choose to inform parents.

- Repeated unacceptable behaviour
- Bullying/threatening behaviour
- Fighting or any form
- Repeated violence
- Vandalism

- Theft
- Verbal abuse which could include racism, sexual harassment, homophobia
- Aggressive behaviour to any member of the school community

Sanctions

- A warning is given with the opportunity for de-escalation
- If the behaviour continues the child is given a 2 minute time out next to the class teacher or other appropriate adult
- If the behaviour continues after the time out the child will then be removed to another class
- If these strategies do not work, a member of SLT will be called to deal with the child

De-escalation

We recognise that some pupils may behave in challenging ways. In these instances, it is important that de-escalation is used in the first instance by;

- Staff working together to devise strategies to shape, minimise or divert the inappropriate behaviour
- Involving Parents in discussions around developing strategies
- Supporting students who need more than the school's code of conduct and usual class level rewards to have an individual behaviour plan.
- Staff working with these pupils to be trained to use physical intervention as a last resort using the Team Teach programme. This will also involve at least one member of SLT including the HT.
- A Positive Handling Plan may be drawn up by the HT/SENDCo. This should be signed by the parents/carers
- Additional advice should be sought, when needed, from other professionals such as Educational Psychologist or Oakfield Short Stay School, or from Parents/Carers.

SEN

Langmoor Primary School is an inclusive school and it is important to note that in line with the Discrimination and Disability Act, that pupils with special needs must not be discriminated against. This includes pupils with SEMHD – Social, Emotional, and Mental Health Difficulties. Some pupils may require additional support to adhere to this policy and the school will work closely with parents and external agencies to provide this.

Recording

Behaviour/Incident Records are held on an electronic system (CPOMS) and key professionals are informed on a regular basis. It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can also be dealt with by the teacher, but must also be recorded on the school's electronic system. If the behaviour is causing frequent concerns a member of the Senior Leadership Team will give advice and support. In some situations, external professional advice will be sought.

The Head teacher and Deputy Head teacher are the only members of staff who can sanction a fixed term or permanent suspension. In the case of all suspensions Parents/Carers will be informed in writing of the reasons for the suspension and their right of appeal. Suspended pupils are provided with work for the duration of the suspension. Any suspensions will follow DfE policy and procedure. Whole school records on figures of any incidents of bullying or racism are reported termly to Governors and yearly to the Local Authority.

Lunchtime incidents are also recorded and reported to the Senior Leadership team.

Our code of conduct is centred around securing positive outcomes in these areas:

- Being healthy
- Staying safe
- Enjoyment and achievement
- Making a positive contribution

In order to give the children clear guidelines on the way to behave in school, the Governors, Staff and pupils have developed a specific code of conduct as set out below.

Code of Conduct

- To listen and follow instructions the first time
- Have kind hands, feet and words
- Have a positive attitude
- Move around the school sensibly and look after our environment
- *One to be decided by each class*

Playtimes and lunchtimes

At playtime and lunchtime we aim to provide a range of activities to engage children in positive play. This will include playground bags and Scrapstore on each playground, and the use of the MUGA and the Outdoor Gym Equipment on KS2. In the better weather the field can also be used which utilises the Trim Trail. The Tyres are available in all weathers on the KS2 playground.

If problems between the children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach of de-escalation.

A noticeboard is available for lunchtime staff which contains pen portraits of any SEND children, pom poms, lunchtime certificates and any children who are struggling and may need a bit of TLC that day.

Our approach for successful lunchtimes is:

- *Consistency*
- *Children are clear that staff are aware of their behaviour*
- *Patterns of poor behaviour that are other than those of an aggressive nature are addressed and recorded*
- *There is a mutual respect between adults and children*
- *All adults respond in a similar way when dealing with the children*

If lunchtime behaviour fails to follow the expectations then the consequences are as follows:

STAGE 1: Rule/expected behaviour reminder using the language of character muscles/values

Choice presented to the child: You can choose or you can choose.....

If you choose..... Then your teacher will be informed

*STAGE 2: Time out for between 2 and 5 minutes ONLY – child stays with the adult dealing with the behaviour (THE CHILD SHOULD NOT BE PUT ON THE FENCE)
Class teacher informed.*

Choice again presented to the child: You can choose or you can choose.....

If you choose..... There will be a further consequence

STAGE 3: HT/DHT called and they will deal with the incident

If Stage 3 is reached regularly then parents may need to be informed by CT or SLT.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought in off the playground straight away. They may then be excluded from play and lunchtimes for a fixed period.

Playground Procedures

- All staff need to be aware of those children who have allergies and any other medical conditions
- DSL's need to ensure that lunchtime supervisors are aware of any high profile children and any individual behaviour plans that need to be followed
- Children must stay in the correct playground. They need to ask an adult if they wish to use the toilet. They then need to return straight afterwards to the correct playground
- Anyone who is on duty whether at lunchtime or playtime should move around the playground scanning for any difficulties that may arise so that de-escalation can occur quickly
- If any child sustains a head bump the child needs to be given a wrist band and the class teacher informed immediately. The CT will then make the decision as to whether the parents are called or not.
- All first aid can be given by all staff, and it must be recorded in the first aid book. The slips MUST be passed to the class teacher so that parents can be informed. Staff can make judgements as to how serious an injury is, but if in doubt a member of SLT should be called.
- When any equipment is out the children will be given a 5 minute warning/tidy up bell. When the next bell goes the children are expected to line up in the correct place ready for the CT to collect them.
- Lunchtime staff are to remain on the playground until the teachers come to collect their children – in turn the teachers must be prompt.

The children will have the following expectations:

To show our values in the lunch hall and at playtimes we will...

- Follow instructions the first time they are given
- Share equipment and play co-operatively
- Use our quiet 'inside' voices when we are eating our lunch
- Finish eating before we leave the table
- Line up quickly when the bell goes

All behaviour is recognised by adults praising the children and through the use of the pom poms for the class jars.