



Behaviour Policy

(reviewed September 2020)

Chair of FGB: Date:

Headteacher: Date:

LEVENDALE PRIMARY SCHOOL

Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for managing behaviour at Levensdale Primary School. It includes clearly stated expectations for behaviour at all times throughout the school and offers a consistent whole school approach involving all children, staff, parents and governors.

Rationale

Promoting positive behaviour helps to provide an environment where children can develop socially, emotionally and academically. This policy ensures that the following articles of the UNCRC are promoted at Levensdale: Article 2, Article 3, Article 12, Article 19, Article 28, Article 29, Article 37.

Aims

We aim to maintain good behaviour by ensuring that all children will: -

- develop responsibility and independence while fostering consideration for others
- respect personal property and our working environment
- conduct themselves sensibly in and around school
- have an awareness of the value of resources and the need to take care of them
- be dressed appropriately for school
- use appropriate language and be polite and well mannered at all times
- value the views and abilities of others
- appreciate the importance of our expectations of them and why this may need to be reinforced by rules
- Adhere to Levensdale's Core Principles.
- Abide by the School Charter and Class Charters

Principles of promoting good attitudes and behaviour

We recognise that in order to realise our expectations we must give children the 'right' messages. We see the promotion of good attitudes and behaviour as a process of co-operative team work involving teaching staff, non-teaching staff, parents and the children themselves.

We seek to develop good attitudes and behaviour by:

- encouraging self-motivation and independent learning.
- providing a variety of activities to support children's learning (see PSHE scheme of work)
- acknowledging children's achievements by displaying work in an attractive way.

- using appropriate reward systems.
- praising children's achievement both in and outside school in order to motivate and build confidence.
- establishing a set of rules /promises developed by the children and teachers for behaviour in the classroom and around school (Golden Responsibilities, Class Charters and School Charter)
- recommending that children are smartly dressed and conform to the school dress code and wear appropriate sports wear for P.E
- ensuring that children do not wear anything which could put themselves or others at risk – high heeled shoes, jewellery, loose clothing for PE etc.

Our Core Principles and Golden Time – See Appendix 2

Unacceptable Behaviour

We regard any behaviour which is uncooperative, hurtful to others and shows disrespect towards them as individuals as unacceptable in our school. Likewise, a disregard for personal property and the school environment will not be tolerated. There is a distinction between low-level disruptive behaviour and high-level hurtful behaviour and/or bullying.

Bullying

Bullying is a problem which can occur and is a source of much distress both to the victim and their parents. We would define bullying as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

It may involve physical or verbal abuse towards a particular individual or group and could encompass the spreading of rumours, unkind remarks or physical attacks related to appearance, disability, sex, race or religion.

All staff need to be aware of the signs that this is happening and to address the problem as soon as possible. We have to develop an understanding among pupils as to why it happens and strategies for dealing with it. We are also aware that this is a problem for the bully and not just the victim and his/her problems also need to be addressed.

PLEASE SEE ANTI-BULLYING POLICY for further information

Procedures

Strategies are in place to improve and modify children's behaviour. In most cases, incidents of unacceptable behaviour will be dealt with by the class teacher, but persistent problems may require the involvement of another teacher, team leader, Deputy or Head teacher.

Teaching staff will record incidents in the back of their planning file which will be monitored on a regular basis by the Head teacher. We will inform the parents of any serious matters and will seek their support and advice in dealing with a particular problem involving their child. Where a pattern of behavioural incidents begins to emerge, logs should be made on CPOMS.

There may be children who, because of their special needs will require additional support with regards to educational progress and / or behaviour and appropriate provision will be made. Teachers should use discretion and their professional judgement when applying sanctions to children who have identified behavioural and/or emotional needs. We recognise the need to work alongside parents and will ensure that they are kept informed where progress is being made and where there is cause for concern. There may also be times when it is appropriate to deviate from this published policy in response to a unique incident or set of circumstances. Any deviation from this policy should be discussed in advance with the Headteacher or Deputy Headteacher.

If unacceptable behaviour of a serious nature occurs at break, children should be reported to the Head or Deputy, and the incident recorded. Sanctions should be applied by the duty teacher and the child's class teacher informed as soon as possible. Depending on the severity of the incidents, a detailed record will be kept in case parents need to be involved and they will be invited to discuss the problem.

Similarly incidents reported by the supervisory assistants will be recorded after ascertaining all the facts. While it may be time consuming, it is important that staff follow up incidents at lunchtime to demonstrate the importance we place on good behaviour at all times and to support our lunchtime staff. The same procedures would apply if the incident occurred during lesson time. Lunchtime staff will record incidents and/or concerns regarding children in the class lunchtime book which staff should check as part of their regular afternoon routine to ensure that issues raised by lunchtime staff are followed up.

There may be cases where the School feels that it is appropriate to involve Outside Agencies who, on talking to the child, parents and school staff, may suggest ways to improve or modify the child's behaviour.

Use of Reasonable Force (Positive Handling)

Where children are at risk of endangering themselves, other children or members of staff or is causing serious disruption to a lesson or other element of the school day, the school retains the right to use positive handling in response. The rationale and procedures for the use of reasonable force are outlined in the Stockton-on-Tees Children's Trust Protocol on the Use of Reasonable Force in Schools and Settings. All Levensdale teaching staff and selected support staff have been Team Teach trained but all staff in school are authorised to use reasonable force in line with the school's policy. Refer also to the School's 'Use of Reasonable Force (Positive Handling)' Policy.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances and to take into account the advice given by outside agencies with specialism in behavioural difficulties. The emphasis of this school policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below).

All class teachers should operate a stepped approach to sanctions, which will allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs

- Golden Time
- Positive notes home
- Individual points e.g.: team points etc.
- Children are rewarded with a Golden Award certificate presented in the Friday Good work assembly for consistently keeping our Golden Rules and/or demonstrating extra effort, a talent or personal quality.
- A child who has consistently impressed their class teacher during the week may be given a positive note home to celebrate their attitude/behavior with parents.
- Children who demonstrate exemplary behaviour/attitude above and beyond that which we expect from all children may be rewarded with a token which then goes in to a draw during Friday assembly. The child whose token is drawn will receive a special Levendale pen plus a £5 voucher.

Sanctions

If children do not follow our Core Principles then they will lose some of their golden time. The child will generally lose 5 minutes for behaviour that does not live up to our standards and will lose more time if they continue to disregard our Core Principles, also in five minute intervals. Further misbehaviour will mean they will start to lose break time. However, they will have the opportunity to gain time back if they show they can follow our Principles. Exceptions to this rule are in cases where a child has been deliberately hurtful to another child: the understanding is that any Golden Time lost as a result of incidents such as this cannot be earned back. Also in these instances, ten minutes of Golden Time will be lost as a result of violent behaviour.

Children are often invited to be involved in the decision made as to how much time should be lost. Those children who become regular losers of golden time will have a letter sent home to their parents. The Headteacher monitors loss of Golden Time on a weekly basis and keeps records of how much has been lost and by whom. In KS2, each child who has lost Golden Time by a Friday afternoon is responsible for writing a letter to the Headteacher, explaining why they have lost Golden Time and how they can avoid doing the same the following week. These letters are kept on file for that academic year.

In certain circumstances, teachers may keep children in over break or lunchtime providing supervision is available and the child is clear about their task. With support of parents, children may also be asked to complete work at home. This sanction should only be applied when, despite being tasked to complete the work over break and/or lunchtime, work remains uncompleted at the end of the school day and the cause of unfinished work is due to pupil refusal/reluctance. Where children find the work too difficult, this should not be the basis for applying sanctions over break or lunch.

Disruptive behaviour in the classroom will, after clear warnings, lead to the child being removed from that classroom to work in another area. If these problems persist or are sufficiently severe then the child will be sent to the Deputy or Head teacher and parents will be informed.

As a very last resort, fixed-term or permanent exclusion will be considered. There are very strict guidelines set out by the LA and Government on this matter and these need to be adhered to rigidly, keeping governors, parents and the Local Authority informed.

The House System

In consultation with the School Council, we have established a House system at Levendale. This takes the existing team system that we used for house points and Sports Day teams and modifies it slightly. Children belong to either Ruby, Sapphire, Emerald or Topaz House and earn house points for their team in line with the rewards system in school.

Lunchtimes

Lunchtime staff are fully involved in the promotion of our Core Principles. They award certificates to the children who they observe demonstrating these behaviours. These certificates are also celebrated in our Good Work Assembly on Fridays.

Class teachers are obliged follow up on reports of children who do not follow our Core Principles at lunchtime: the lunchtime staff are empowered to sanction a child with loss of Golden Time in line with this policy for behaviour that falls below the standard that is expected. If a child persistently misbehaves then the child will have to miss part of their playtime.

Where a child has received a verbal warning about their behaviour from a member of lunchtime staff, that child should be issued with a Warning card – further poor behaviour will result in a loss of Golden Time in line with the guidance issued above (5 mins for general poor behaviour; 10 mins for violent behaviour). Where a child persistently misbehaves over lunchtime, their class teacher or a member of the Senior Leadership Team should be contacted.

Monitoring the effectiveness of the policy

This monitoring will be carried out initially by the Head Teacher.

Who will:

- examine the records of the class teacher
- examine the records of the Lunchtime Supervisory Assistants

- keep a record of the number of times parents have been formally contacted in connection with a concern about their child's behaviour.
- keep a log of children who lose Golden Time each week (including a letter from the child explaining why they have lost Golden Time).

Governors will be kept informed of the effectiveness of the policy by means of the Head Teacher's Termly Report and annual Racial Incidents Monitoring Report (see policy).

NB. Incidents of a more serious nature are discussed immediately with the Chair/Vice-Chair of Governors as appropriate.

Revised and agreed by Staff: - May 2010

Approved by Governors: - June 2010

Reviewed annually and updated/amended as necessary.

Most recent update: September 2020 (amended to incorporate the COVID-10 Behaviour Policy Addendum – see overleaf)

COVID-19 Behaviour Policy Addendum

At Levendale, whilst we aim to continue to promote positive behaviour in an environment where children can develop socially, emotionally and academically, in light of the COVID-19 pandemic, it is necessary to make some adjustments to our behaviour policy for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, departures and moving around school.

- Children will enter school through their designated entrance as set out in the 'site protocols for entry and exit' document and will go straight to their bubble.
- Only one parent / carer per child or sibling group to enter the site.
- At both the start and end of the day, parents will be encouraged to follow social distancing protocol by queuing with a distance of 2m between them: markings will be set out to encourage this.
- Movement around the school will be limited; when the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow an adult from their bubble on their designated route.

Handwashing and hygiene

- Children will be asked to come in uniform from September 2020 onwards.
- Children will be expected to follow all handwashing and hygiene routines whilst in school; they will wash hands /use antibacterial gel upon entering school, before and after eating and at various intervals during the day.
- We ask children to follow the 'catch it, bin it, kill it' mantra whilst in school. If they need to cough or sneeze, they should use a tissue or the crook of their arm.
- Children will be reminded not to touch their face, mouth, nose or eyes whilst in school.
- Any child experiencing COVID-19 symptoms during the school day should tell an adult in their bubble and appropriate provision will be put in place to remove that child from the bubble and send them home.
- Should a child refuse to follow these routines, usual disciplinary procedures and sanctions will be used. Parents would be contacted and warned that further instances of non-conformity with protocols could result in the child being removed from provision.

Socialising

- Bubbles have been set up to maximise distancing and social distancing.
- Children will each be provided with their own sets of stationery, where appropriate, to avoid the need to share. Each bubble will be provided with their own sets of PE equipment which will be cleaned thoroughly once used.
- Children in these bubbles will NOT be allowed to mix with children from other bubbles at any time whilst in school and, as far as practical, staff will not operate within other bubbles either.
- Staff will remind children of the importance of social distancing, however, within individual bubbles in school, social distancing between children cannot be guaranteed.

Toilets

- Children will be encouraged to use the toilets one at a time (this may not always be possible with Reception children).
- Cones will be used outside the main toilet door to indicate that the toilet is in use.
- When a child has finished at the toilet, they must wash their hands before returning to their bubble.

Break and lunch times

- Each bubble will have a designated place to play during break and lunch times; children must remain in that area.
- Staff will communicate to ensure that break and lunch times are staggered and to avoid different bubbles mixing.
- Children will be encouraged to bring their own packed lunch from home and their own water bottles; these will only be used by the individual.
- Lunch will be eaten in the bubble classrooms or outside in designated areas, where children will remain with their own bubble.

Positive handling and challenging behaviour

- There may be times when a pupil's behaviour requires staff to use positive handling to ensure the pupil's own safety, the safety of other pupils and staff or that property is not seriously damaged. For pupils where they may need this support, a risk assessment will be put in place prior to any attendance at school. Under current circumstances, where this risk assessment puts either staff or pupils' safety into question, the pupil will be asked to remain at home.
- If pupils display an action that would usually require the need for positive handling and would severely compromise staff's ability to socially distance, the pupil's parents / guardians will be called. The child would be internally excluded or, in serious cases, exclusion would be applied in line with national guidance.
- Should a pupil deliberately cough or spit at either another pupil or a member of staff, their parents / guardians will be called and they would be internally excluded in the first instance.

Rewards

- Team points, golden time and golden awards will remain in use during this period.
- Walking through school to share work with the Head Teacher or other staff for acknowledgement and praise will not be permitted during this time.

Appendix 2

Core Principles

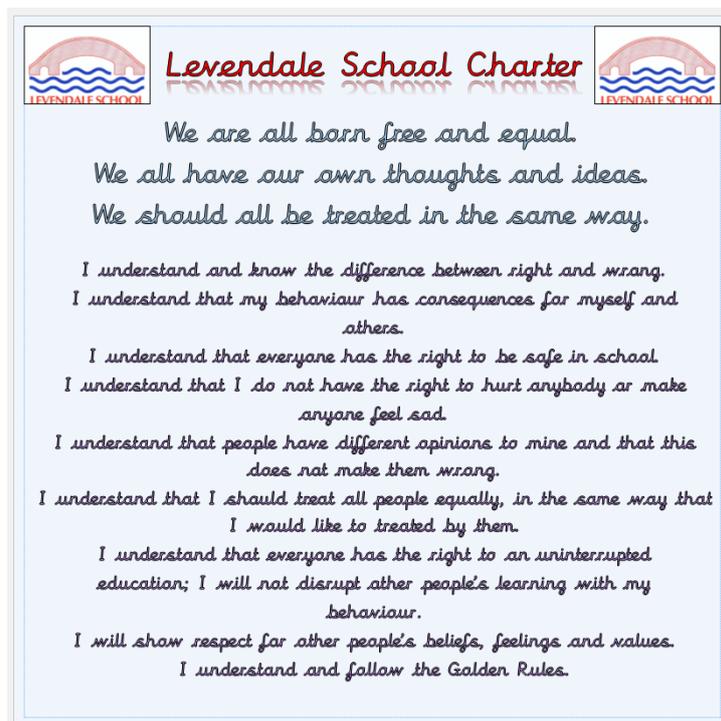
The school's Core Principles are:

- Show respect
- Be ready
- Be safe

As well as the Core Principles, every member of the school community should apply the following principle:

'If you don't stop the inappropriate behaviour, you are condoning it.'

School Charter



Golden Time

“Golden Time” has been included in each class's weekly curriculum as part of our school positive behaviour policy.

With “Golden Time” children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. “Golden Time” ensures that the children who behave well, which are the majority, are rewarded.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing golden time minutes.

Foundation Stage

Due to young children having a very low concept of time, Foundation Stage practitioners do not use Golden time but rather follow the guidelines below:

Sanctions

Children who misbehave in class are given verbal warnings; after this they have timeout away from the rest of the class which varies depending on the maturity of the child. Parents are kept informed using the home/school books or verbally at the end of the day.

Rewards

Rewards for children in the Foundation Stage follow a similar format to those further up the school, with plenty of praise for good behaviour. Parents are informed through the home school book.