



Lealholm Primary School Policy for Behaviour

Positive Behaviour is highly valued at Lealholm Primary School. It enables children to learn, play and explore in a safe, caring environment. We have a clear, easy to follow policy to enable classroom teachers, dinner supervisors, teaching assistants, volunteers and pupils to promote positive behaviour.

This Behaviour Policy designed in consultation with our school community emphasizes that everyone matters in our school, our Golden Rules promote anti-bullying as does our sanctions and actions ethos.

Aims of our Positive Behaviour Policy

- To promote a calm, caring, purposeful and family atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety and
- To help children, staff and parents treat problems in a caring, sympathetic but fair manner

Teaching Positive Behaviour

At Lealholm Primary School we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:-

- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co-operation with adults and peers
- Empathy
- Honesty
- Respect for self and others.
- Resilience

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour with classroom rules and the school's Golden Rules
- Showing empathy, understanding and giving time to talk to children
- Showing respect and understanding to everyone in the school community
- Providing positive and helpful feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour

- Teaching the skills and abilities through weekly assemblies and PSHCE sessions

Rules and Routines

The school's Behaviour Policy should be reviewed annually. Whole school rules are negotiated and agreed by the school community. These rules, the Golden Rules, should form the basis of classroom, school and playground ground rules and routines. Our Golden rules are:-

- **Always be kind and respectful**
- **Listen carefully**
- **Take turns and share**
- **Stay on task**
- **Work hard and keep trying**
- **Look after property and keep the classroom tidy**

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Staff Responsibilities

- To treat all children fairly and with respect;
- To help all children to develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To use positive and negative consequences clearly and consistently;
- To be a good role model;
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children; and
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

Parents' Responsibilities

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of the school rules.

Children's Responsibilities

1. To do your best
2. To contribute to your own learning
3. To treat other people with respect
4. To treat your belongings and the environment with care and respect
5. To show consideration for others
6. To consider the effects of your actions on others before you act.

Inclusion:

Lealholm primary school upholds an Equal Opportunities policy. All children will be included in school activities with special provision being made for children with special requirements. E.g. disabilities requiring assistance for practical activities.

Positive Consequences (Rewards)

At Lealholm we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use a number of the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile;
- Verbal praise from adults in school. Good behaviour is noticed and celebrated at all times. It sets the best example for everyone;
- Showing work to another teacher and to the head teacher;
- Team points, Stickers, charts
- Displaying work;
- Weekly golden time on a Friday for 30 minutes. Children can choose from a range of activities that interest them
- Sharing assembly of good work/ behaviour in Friday's assembly

Negative Consequences (Sanctions)

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Lealholm we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. Safety for all is of paramount importance. To help maintain a safe environment, we have listed inappropriate behaviours and a range of negative consequences which will be used, as deemed necessary in the following tables:

Behaviours

| Low Level | Moderate Level | Serious Level |
|---|--|---|
| Fidgeting / fiddling Telling tales Dropping litter Noisy e.g. talking/shouting Failing to keep on task Unkind remarks Bad language (one off) Time wasting Telling lies Running in school Pushing in line Borrowing without permission Any persistence of low level behaviours would move into the moderate level | Consistently shouting out Poor effort Distracting others Unprepared for work (continuously) Fighting Stealing Disregarding supervisors Threatening / aggressive behaviour Refusal to co operate Vandalism – graffiti etc Repeated incidents of any moderate behaviours – Head teacher and parents informed. | Serious assault Vandalism e.g. extreme damage to school property / toilets Serious physical / verbal threats made to staff Drugs / solvents Violent outbursts, verbal / physical Leaving school without permission Racist incidents |

Sanctions / Procedures

| Low Level | Moderate Level | Serious Level |
|--|--|--|
| Frown Verbal Withdrawing attention Repeat activity properly Sit alone / stand out Award others following rules Warning Related sanction e.g. completing work, cleaning up mess Time out in class | Time deducted from Golden Time Time out in another class. Extra work Buddy system Reflect and write Letter to parents Informal meeting with parents Loss of privileges Parents informed. | Send to Head teacher Involve parents Education Plan Weekly behaviour report Involve outside agency PSP EWO referral Home lunch Modified timetable Fixed term exclusion Permanent exclusion |

These sanctions are shared visually in each classroom in a hierarchical fashion as follows:

| Pupils at Lealholm will: | | The rewards we get are: |
|---|--|---|
| <ul style="list-style-type: none"> • Always be kind and respectful • Listen carefully • Take turns and share • Stay on task • Work hard and keep trying • Look after property and keep the classroom tidy | | <ul style="list-style-type: none"> • Team points • Golden Time • Extra privileges • Stickers • Lots of praise • Chance to share good work/behaviour in assembly on Friday |
| | Action | Sanction |
| 1 | <ul style="list-style-type: none"> • Failing to keep on task • Unkind comments • Bad Language • Running in school or pushing others • Poor effort • Silliness at playtime or lunchtime | <ul style="list-style-type: none"> • Verbal reminder of expectations • Remove from situation • Stay in at playtime • Loss of 5 minutes Golden Time |
| 2 | <ul style="list-style-type: none"> • Consistently shouting out and distracting others • Deliberate rough behaviour • Stealing • Refusing to co operate • Telling Lies • Cheeky or rude comments to staff | <ul style="list-style-type: none"> • Give warning • Remove from situation • Stay in at playtime • Loss of 10 minutes Golden |
| 3 | <ul style="list-style-type: none"> • Fighting • Threats to others • Aggressive outburst • Vandalism | <ul style="list-style-type: none"> • Parents informed • Loss of Golden Time |

Extreme Behaviour:

In extreme cases of repetitive poor behaviour, children will miss their playtimes. Each pupil's individual needs in extreme cases will be reviewed.

Involving Parents

We encourage parents to take an active part in the life of the school which is confirmed by our home school partnership agreements. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters, behaviour booklet and through parental consultations.

Procedures in place when there is concern about a child's behaviour

When children misbehave the class teacher will choose an appropriate sanction. In the majority of cases this will correct the behaviour and help the child to make positive changes. When this doesn't have the desired effect, further steps will be required. This will include the consulting with parents to help us address the poor behaviour. Only in the most extreme cases will poor behaviour result in exclusion.

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial resources. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training.

Policy for Restrictive Intervention

Introduction

Lealholm Primary School follows the LA's guidelines: Guidance on the use of Restrictive Physical Intervention with Children and Young People – September 2015 and recognises there will be extraordinary circumstances, where the physical management of children maybe necessary for the protection of themselves or others. The purpose of this policy is to clarify the situation for adults working with children 'responsible adults' and to inform them what is acceptable and prevent any misunderstanding of their interventions.

Rationale

In schools we have become skilled at defusing situations without the use of force and we recognise that behaviour can almost always be managed using proactive and preventable approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted.

In the light of this Lealholm School aims to:

- Fulfil their duty of care to children in school to prevent harm
- Develop and sustain an ethos and practice which protects the dignity and safety of children and staff
- Create and maintain a safe and secure learning environment
- Promote a shared understanding that as a last resort, planned restrictive intervention is an option that trained authorised and monitored individuals may have to take

Guidelines

Where a child is recognised as likely to behave in ways which may require physical restraint then an individual plan will be prepared on the action to be taken when it becomes necessary.

The school would consult with the LA to insure a member of staff is appropriately trained.

The planned interventions strategy would be discuss and agreed with parents.

Designated staff would be called if an incident relating to that child occurred.

The member of staff involved in the incident would record details in the Incident Book as detailed in the LA guidelines.

The head teacher would inform the parents before the child went home and give the parents an opportunity to come into school and discuss the incident.

It is accepted there are situations where it is necessary to physically assist a pupil during the school day. Examples of this would be: putting an arm out to stop a child falling over, helping a child who had fallen, and assisting a child in P.E. or to play a musical instrument. Even so, any such actions should be done carefully to avoid misunderstanding. Even well intentioned physical contact can be misconstrued.

Leaving School Premises Without ADULT Permission

On these occasions, a member of staff should minimise any danger to the child by monitoring their whereabouts on the school premises and attempt to persuade the child back into school. If the child leaves the school premises, the parents should be contacted immediately and asked to attend. If they cannot be contacted then the school must inform the police and ask for assistance. Where a young child leaves the school and there are concerns about the road they may need to be physically restrained.

Complaints

In the event of a complaint being received in relation to use of force by staff the mater would be dealt with in accordance with agreed procedures in the Complaints Policy.

DATE: November 2017

Review Date: November 2018