



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 children's code promotes 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.

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 Children's Code
- 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, PHSE sessions and circle time
- Teaching PSHE and Thinking Skills.

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 Children's Code, should form the basis of classroom, school and playground ground rules and routines. Our Children's Code is:-

- **We will use a quiet voice around school and in our classroom**
- **We will look and listen when other people are speaking**
- **We will do as we are asked the first time**
- **We will keep our hands and feet to ourselves**
- **We will look after our school and everything in it**

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.

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;
- Praise;
- Showing work to another teacher and to the headteacher;
- Team points, Stickers, charts, pupil of the day or pupil of the week
- Displaying work;
- Headteacher awards

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 Punctuality Dropping litter Noisy eg talking/shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy 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 – Headteacher informed.	Serious assault Vandalism eg 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 free choice time Time out in another class. Extra work Buddy system Reflect and write Letter to parents Informal meeting with parents Loss of privileges Referred to Headteacher.	Send to Headteacher 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:

3	You will see: FIGHTING	<ul style="list-style-type: none"> • Fighting • Threats to others • Aggressive outburst • Vandalism • Endangering others 	<ul style="list-style-type: none"> • Sent to the Head Teacher, your parents contacted and be monitored daily • Loss of 3 days playtime 	We : <ul style="list-style-type: none"> • Are gentle and look after each other • Are kind and helpful • Are hardworking and try our best • Look after our property • Listen to each other • Are honest and set a good example 	Rewards <ul style="list-style-type: none"> • Team points • Golden time • Extra privileges • Stickers • Lots of praise
2	You will see: DISRUPTIVE	Consistently shouting out and Distracting others Fighting / rough behaviour at playtimes Stealing Refusing to co operate or follow instructions	<ul style="list-style-type: none"> • Given a warning and a time to apologise • Given a warning and a time to apologise then loss of 10 minutes Golden Time • Sent to Head Teacher • Loss of one playtime 		
1	You will see: T E A C H E R	Failing to keep on task Unkind comments Bad Language Telling Lies Running in school or pushing others Poor effort Cheeky or rude comments to staff Silliness in the Dinner Hall	Given a warning and a time to apologise • Warning then Time Out, complete work if needed • Given a warning and a time to apologise then loss of 5 minutes 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

DATE: September 2014

Review Date: September 2017