

Leigh on Mendip First School Behaviour Policy

January 2018



Approved by the Governing Body of
Leigh on Mendip First School

Chair of Governors*Ty Schlechter*...

Date*24th January 2018*.....

Proposed Date of Future Review...*January 2020*.....

Leigh-on-Mendip First School

BEHAVIOUR POLICY

Rationale

We believe it is important to promote a caring and supportive environment where all members of the school community will feel responsible, secure and respected and where good behaviour is valued.

Aims

We aim:

- To create a positive, welcoming environment for all those who work in or visit our school
- To promote a sense of belonging where everyone feels safe
- To encourage individuals to grow in independence and self-esteem, enabling them to learn independently and work co-operatively
- To ensure consistency and learn to care for the school environment as a whole
- To be consistent in the implementation of the Behaviour Policy (To be fair and be seen to be fair)
- To treat all with respect
- To develop skills of co-operation and tolerance
- To help pupils to build strong relationships and a sense of social awareness
- To encourage all to take responsibility for their own actions

School Code of Conduct

Rules are kept to a minimum and are designed to ensure a calm, happy and safe environment. The school Code of Conduct will be made visible around the school, for use as a reference.

To be happy and to learn well at Leigh on Mendip First School our Golden Rules are:

- 1. We are kind, polite and helpful to everyone**
- 2. We try our best at work and play but understand it is alright to make mistakes**
- 3. We learn when we should speak and when we should listen**
- 4. We look after our school and everything in it.**

All staff recognise the importance of discussing and reinforcing our rules. At the beginning of a new school year and each new term will be particularly important times for this. School assembly will also be an occasion to draw attention to our policy.

Expected Behaviour

The children will be given clear guidance on what is and what is not acceptable behaviour so that they can begin to accept a moral code of their own.

The staff believe in drawing attention to good behaviour and positive reinforcement of high standards is key. If, however, a child does not comply with the School Rules, the agreed sanctions should be used.

Behaviour at lunchtimes and in the playground is expected to reflect our aims.

We encourage quiet and sensible movement around the school.

Rewards

We believe that our intentional outcome should be to build a positive self image in the child such that they will not feel the need to indulge in disruptive behaviour. Effective praise helps to focus attention on positive behaviour and helps to increase motivation.

Praise will be given in many ways which include the following:

- A quiet word or encouraging smile
- A written comment on a child's work, whether in general terms e.g. "well done" or in a more detailed way, picking out specific points or ideas that gave pleasure
- A visit to another member of staff for comment
- A public word in front of the class or group
- By giving special responsibility to a child as a direct result of good behaviour
- A word to parents at the end of the day, specifically informing them of some action or achievement deserving praise (We must ensure that we do not only ask to see parents when there is a problem.)
- The school also holds a weekly "Sharing Assembly" where public acknowledgement of academic and other achievements is given
- Owl Class have stars, Eagle Class have marbles in the jar which are given by the class teacher for completed class targets. When the jar or star board is full the class receive a treat, previously chosen with the teacher
- All staff can give children stickers to be awarded in "Sharing Assembly"

- Teaching Assistants can reward children with their own special stickers
- The privilege of caring at the weekend for a Monkey (Owl Class) and a Rabbit (Eagle Class) is given to a child who has been particularly helpful or well-behaved or made a significant effort
- A cup is awarded to the child in each class who has made the most improvement or effort at the end of each academic year.
- Special certificates are awarded at the end of each term for outstanding work or behaviour
- Stickers are given to encourage good behaviour and effort in class
- Each class will have an 'Golden File' and names entered here will receive a sticker in Celebration Assembly.
- The Golden File will be used to record the gaining of a soft toy, a cup, certificate or an achievement sticker
- Curriculum certificates will be given out at the end of term. Governors will be invited to attend and assist wherever possible
- A 'special person' of the day will be chosen from each class

Sanctions

We believe that in order to maintain children's self-esteem, it is important at all times to emphasise that it is the behaviour that is unacceptable, not the child.

Sanctions will depend on the situation and will normally follow this pattern:

- A discussion with the child about the effect of his/her behaviour
- A warning for ignoring class or playground expectations of behaviour
- If the behaviour persists a playtime, privilege or Golden Time may be withdrawn
- A child will be sent to the Headteacher or other class teacher
- Parents will be contacted if a child fails to co-operate with this pattern

LIAISON: It is vital that information regarding children's behaviour, is communicated to other members of staff, including information given to the office, classroom and lunchtime staff and staff running after-school clubs. All staff will liaise verbally or in writing at the beginning or end of sessions.

RESTRAINT: A teacher or other member of staff may use reasonable force to prevent pupils from hurting themselves or others, or damaging property, or from causing disorder. The guidance explains the decision on whether or not to physically intervene is down to professional judgement of the staff.

"Reasonable force" to control or restrain pupils may be used:

1. Only if the circumstances of an incident warrant it.
2. The degree of force is in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Any restraint **MUST** be in line with the Department of Education (DfE) Guidance July 2013 attached.

- The school adopts a no-blame approach, if appropriate, when managing potentially difficult situations. This means that the children are involved in trying to seek a solution between themselves after sensitive discussion with all parties involved. Children's views will always be listened to in order to establish an accurate picture. Their behaviour is then monitored closely. By placing the responsibility back with the pupils they are now required to consider carefully how they are affecting each other. We feel this approach is successful in encouraging children to modify their behaviour in the future.

Certain behaviours will not be tolerated and may result in a child being sent to work in another class or immediate loss of privilege or free time.

Parents will be contacted as soon after the event as is practicable.

These behaviours are:

- Serious fighting
- Bullying behaviour
- Inappropriate language
- Defiance
- Damaging school or others' property
- Racist remarks

In certain cases it may be appropriate to run a home/school book to record behaviour. This step will be taken with the full agreement of Parents, staff and the child.

If there is long term misbehaviour which requires behaviour modification strategies a pupil will be considered to have special needs and a programme of target setting with small achievable targets and regular monitoring will be planned in consultation with the SEND co-ordinator. The child will be placed on the SEND register, with the parents consent, and parents will be involved in agreeing individual behaviour targets.

All staff will be made aware of any incident or significant information relevant to behaviour issues as soon as is possible.

Preventative Measures

We will try to ensure that opportunities for inappropriate behaviour are at a minimum by all our staff providing:

- Clear expectations and consistency of approach
- Adequate and active supervision
- Avoiding unnecessary queues and / or waiting
- Creating a working environment where children will become absorbed and motivated.
- Providing appropriate equipment and activities for playtimes, so that children remain busy and happy.
- Giving opportunities in class, for children to express their feelings.
- Letting children know that they will be listened to and their contribution valued.
- The Home-School Agreement will be sent home annually.

Exclusion

Exclusion will always be seen as a last resort and all measures will be taken to prevent this from happening. If appropriate an, 'Internal Exclusion' will be considered, where the child is removed from their own class for a set period of time.

On some rare occasions the Headteacher may feel that the formal process should be activated to remove the child from school temporarily as an external exclusion. This is an extreme step and would be taken with the knowledge of the Governing Body and the Local Authority and in line with County Procedure, in cases where:

- Long-term behaviour is not responding to the strategies applied
- The safety and learning of others is being seriously hindered.
- In response to serious breaches of the school's Behaviour Policy

Monitoring and Review

The policy needs to be monitored to check its effectiveness.

It has been written for and by the staff at Leigh on Mendip First School as an aid to managing behaviour in our school.

Leigh on Mendip First School has also adopted the Frome Learning Partnership Behaviour Policy.

From this policy a child/parent friendly version will be delivered to all children.