

Long Knowle Primary School



Behaviour Policy October 2021

Policy Reviewed: October 2021
Adopted by Governors – (10.11.21)
Next Scheduled Review – September 2022

LONG KNOWLE PRIMARY SCHOOL

BEHAVIOUR POLICY and GUIDELINES

The Behaviour Policy for Long Knowle Primary School is intended to support the Aims of the School and is based upon agreed Rules and expectations. There is a clear system of rewards and sanctions linked to expectations of conduct, with an emphasis on the positive rewarding of good behaviour. The intention is that the positive action highlighted in this policy will diminish the use of remedial action. We aim for all the important adults in a child's life to work together towards the same goals so they can help to build a child's self-esteem and make their school life happier and more fulfilled.

The Aims of the School reflect our determination to provide the children of Long Knowle School with a positive start to the lifelong learning process that will see them develop into responsible members of their community.

- * Our **school** will be a safe, welcoming and inclusive environment where everyone is expected to be courteous, tolerant and considerate.
- * Our pupils will be **successful learners** who enjoy learning, make progress and achieve their very best.
- * Our pupils will become **confident individuals** who are able to lead safe, healthy and fulfilling lives.
- * Our pupils will develop skills to become **responsible citizens**, who make a positive contribution to 21st century society, thriving in and shaping the future.
- * Our **curriculum** will provide enjoyable and creative opportunities for learning and teaching, using a wide range of resources and technology to enable all pupils to achieve their full potential academically, physically, socially, emotionally and spiritually.
- * Our school will work in partnership with parents and the wider community to support and encourage pupils in all aspects of their learning and in their development as independent, curious and resilient individuals.

**Learn,
Know,
Progress,
SHINE!**

Learning how to manage feelings and behaviour

We believe at Long Knowle Primary School that, on occasion, children and adults need strategies which they can use to help them to manage their feelings and their behaviour.

We discuss and rehearse these strategies within the curriculum, particularly in PSHE, in assembly and in daily life; our PSHE Curriculum, 'JIGSAW' provides the foundation for these strategies.

In addition to teaching the children strategies to support positive behaviour, Long Knowle has expectations, rules and rewards which are shared with staff, pupils and parents.

Rules

The rules which are in place have been discussed by the adults and the children in the school. Their aim is to provide a quality, safe environment and to ensure the health and safety of all pupils. The rules can be summarized in three simple statements:

Three Golden Rules

- Always Follow Instructions
- Keep hands, feet and unkind words to yourself
- Always do your best

General School Expectations

Routines

It is important that everyone is aware of the routines of the school. There needs to be clear expectations of behaviour and procedures around the school for different activities and at different times of the day. Children need to be reminded of these expectations.

Move around school eg with the teacher to assembly, PE or on other occasions in line, in silence – could try lining up boy / girl, walking with hands behind backs.

At other times, walk quietly and sensibly, on left of corridor / stairs

Only enter the building before school begins or at break times if you have permission.

For security reasons, only an adult is to open the main school door

Hang up coats and bags carefully – don't drop or 'step over'!

Football at morning break in KS2 – one class, when their teacher is on duty.

One person to be allowed to fetch a ball, with permission, if it leaves the hard play surface. Unless permission is given the grass is out of bounds.

Walk quietly in a straight single line when leaving the playground.

Make sure all litter is put into bins – especially hand towels in toilets

Aim to go to the toilet before lessons / at break /at lunchtime to avoid leaving lessons – particularly in KS2.

Children are not allowed to come into classrooms at break or lunchtime without a member of staff.

Mobile phones, electronic devices and i-watches are not allowed in school; this is to support our e-safety policy.

Class Expectations

Class teachers discuss class rules with the children and incorporate the children's ideas. This is supported by the 'JIGSAW' Charter.

The rules of the school are supported by a sheet of 'Non-negotiable Expectations' which is sent to parents and signed by pupils and parents. This may be amended annually as appropriate. (see appendix)

Marvellous Me

Most of our parents have signed up the free 'Marvellous Me' app which should be used regularly by teachers to communicate good news to parents. This can include positive behaviour comments and awards as well as samples of work, photographs of work or individuals (**not groups**) or good ideas to support learning, which will help parents to engage with their child to support and maintain positive behaviour. MM will only be used to communicate POSITIVE messages.

Good to be Green

The Good to be Green Behaviour Scheme is used in school and is effective when applied consistently.

All children start the day on green as a fresh start!

Children can move around the colours as much as needed, without skipping a colour. This means that even if a child begins the morning badly, they still have the opportunity to reach gold. The focus of this behaviour scheme is to encourage and praise positive behaviour rather than punish bad behaviour (although there are aspects of both). It also ensures that all children will be clear about what 'good behaviour' looks like.

Teachers will move children up or down. Teaching assistants and lunchtime assistants can inform the teacher of particularly good or poor behaviour, then the **teacher** will decide if the child is to move.

Good Behaviour

Good behaviour is rewarded by moving the children 'up a colour' onto silver and then gold. **Only behaviour should be rewarded**, eg; setting a good example or being polite, rather than good work! Colours should never be skipped (so never put a child 'straight to gold') as it will confuse the message for the children.

Even if a child is on red/yellow (negative colours), they still have the opportunity to move 'up a colour' – this should be encouraged!

At the end of each day, **all children on green must be congratulated verbally. In KS1/EY Marvellous Me can be used. Children on silver/gold will receive a silver/gold notification on MM.**

Inappropriate Behaviour

Inappropriate behaviour is addressed by moving the children 'down a colour' onto amber and then red. Again, colours should not be skipped! Even if a child begins the day well and reaches silver/gold, they can still be moved down a colour if they show bad behaviour.

Inappropriate behaviour must be logged on the electronic Behaviour Log, CPOMS – this is very useful if behaviour escalates and if parents need to be contacted.

RED behaviour MUST be logged on CPOMS even if the child improves during the day. Details must be

added to the child's profile.

It is the responsibility of **all** staff who deal with the poor behaviour of the children to ensure that this is recorded so that there is a clear record of a child's behaviour that can be accessed if further actions are required e.g. referral to other agencies, discussions with parents. This is an important record.

Parents **must be informed** if RED is reached. If child is still on RED at the end of the day, a letter must go home. It is useful to write a brief comment on the letter to explain why the child is on red. If parents/carers collect the child at the end of the day, they can be informed personally. If not, a text will need to be sent to parents. **If red is reached then redeemed, a comment should be made by text.** A text must still be sent. Letters should be returned, signed the following day. **Teachers need to follow this up. The text can be sent by Mrs Shaw or a member of the Leadership team. Please provide a written note to request this.**

Children ending the day on yellow must be given a 'Yellow Card', again to be signed by parent and returned the following day. If this happens more than once in a week, or becomes a regular occurrence, it must be logged on CPOMS and parents must be informed each time, by text.

The Behaviour record sheets must be kept on CPOMS; this enables information to be analysed.

Behaviour Rewards/Sanctions

Rewards and sanctions depend on how a child ends the day.

Gold – Gold sticker and a mention via 'Marvellous Me'

Silver – Silver sticker and a mention via 'Marvellous Me'

Green – Green dot badge sent via Marvellous Me

Yellow – Miss next playtime/or 15 minutes of lunchtime, note in diary

Red – Miss a full playtime and lunchtime and a letter home

Always focus on encouraging ending the day on green or above! 😊

Classrooms need

- Prepared display board in each classroom – 5 colour bands, in order – red at bottom, then yellow, green, silver, gold – covered in sticky-backed plastic. Ideally, this needs to be where the children can reach it so that they can move themselves up or down as requested.
- Individual name cards, laminated, with blu-tak
- Letters for parents
- Stickers /stars/raffle tickets
- 'Red' letters
- Yellow cards

This scheme will be administered by teachers.

OTHER REWARDS

Courtesy/Manners Awards

Small card distributed by DHT on Fridays each week in recognition of children in each class showing good manners.

DoJo Points

This is an on-line tool which can be used recognize individual children's for good work/behaviour/attitude to learning. The scheme tallies the points given within a week – this can then be celebrated in class.

It is preferable that children feel that receiving the points is reward in itself. It is preferred that children are not materially rewarded.

Star of the week

Awarded on a Friday by each class teacher. Certificate given out in assembly/in class on Friday afternoon. Record on class sheet. Child's photo on display in the corridor for the next week.

Attendance Awards (* currently suspended due to Covid)

The class with best weekly attendance is rewarded in Awards Assembly.

Individuals with 100% attendance in a term receive a gold badge.

In KS2, individual pupils' % attendance will be noted each Monday for the previous week in reading diary.

WELL DONE BOARD

There is a board in the corridor for the display of a photograph of Star of the Week from each class and percentage attendance for each class. This will be used as a focus to celebrate good behaviour and attendance.

Lunchtimes

Stars/stickers from dinner ladies. Senior supervisor will identify a Lunchtime Pupil of the week.

Sanctions for more extreme behaviour

In extreme cases, when a child is causing serious disruption to the class, the Head Teacher or Deputy/Assistant Head Teacher will be sent for using the Red or Yellow Card system. If the Head Teacher/DHT/AHT is unavailable, then the parents will be contacted and asked to come to school to manage the child's behaviour. This decision will be made, with the full support of the Head Teacher, by the Deputy Head Teacher or another member of the Senior Leadership Team.

In extreme circumstances, such as biting or causing serious physical injury, parents will be called immediately.

Persistent inappropriate behaviour will lead to an investigation by the Head Teacher and SENCo and will result in a behaviour programme and / or a Behaviour Report card being put in place. Some children will also be supported by the Parent and Family Support Officer.

On occasion a pupil may be removed from a group or an activity if their behaviour is deemed to be persistently inappropriate or in case of extreme behaviour. This may include (but not exclusively) afterschool sports clubs, visits/activities to other schools, other in-school or out-of-school activities. Permission letters to parents for clubs and activities may include a reminder that participation is dependent on appropriate behaviour.

Children have greater freedom on the playground but expectations of behaviour and attitudes to adults remain the same. Persistent inappropriate behaviour or serious levels of misbehaviour will result in loss of playtime. Parents will be warned that a continuation of the behaviour will result in the child being asked to leave the school premises at lunchtime.

N.B. For serious offences such as swearing, fighting, bullying or vandalism the offender may be put on a behaviour report card as the first sanction.

On occasion it may be that the HT/DHT/AHT decide that a child needs to spend time working in another classroom, away from their peers: the child is expected to come into school; work will be provided but the child will not be in his/her own classroom, nor with peers at playtime or lunchtime.

Incident Reflection Sheets can be used as information gathering tools when there is some dispute about an incident. These should be maintained in a file by the class teacher.

It is important that incidents of poor behaviour are recorded on CPOMS. It is the responsibility of all staff who deal with the poor behaviour of the children to ensure that this is recorded so that there is a clear record of a child's behaviour that can be accessed if further actions are required e.g. referral to other agencies, discussions with parents. **This is an important record.**

On occasion extreme behavior or persistent inappropriate behavior may lead to a temporary or permanent exclusion by the Governors. This will usually be actioned by the Head or in her absence the Deputy or Assistant Head Teacher. This is always a last resort; Local Authority protocols will be followed when an exclusion is deemed necessary

Foundation Stage staff will adapt the sanctions accordingly to respond to the age and development of the children.

Use of Reasonable Force

All school staff have the authority of the head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed. Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Non-negotiable Expectations Agreement

The school shares a range of non-negotiable expectations with children and parents/carers. All parents and children are encouraged to sign this document. It is sent out in September and should be returned to school within 2 weeks.

Roles and Responsibilities

Children are expected to:

- follow the school rules and behave in a responsible and respectful manner at all times including such times when they are representing the school during visits to other places or events or when in school uniform travelling to and from school
- accept responsibility for their behaviour

Parents and Carers are expected to:

- support the actions of the school in line with the Behaviour Policy and 'Non-Negotiables' Agreement so that children receive consistent messages about how to behave at school and at home

All school staff are expected to:

- promote behaviour for learning to enable them to deliver quality first teaching.
- ensure that they are planning clear, well differentiated and engaging lessons which encourage all pupils to learn

- ensure consistency throughout the school by following the differentiated approaches to behaviour management
- maintain behaviour records on the Learning Platform

Bullying

There is an Anti-Bullying Policy in place.

This Behaviour Policy is reviewed annually.

The policy will be reviewed annually, as close to the beginning of the school year as possible. It was last reviewed by staff and Governors in October 2021

Appendices

Reflection Sheet (separate attachment)

Non-negotiable Expectations (separate attachment)

Behaviour Chart – KS1, Reception

Behaviour Chart – KS2

You can do it!



Listen and look when the teacher is talking, NAME.
Repeat an instruction to the teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Playtime /lining up					
Lunch/ lining up					
Playtime /lining up					

Name:

I will

I will



	9:00-9.30	9.30 – 10.35	10.35-10.55	11:20-12:10	12:10-1:10	1:10-2.10	2.45 – 3.15	Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

