



Larkrise Primary School Behaviour Policy

Related Policies

Anti-bullying Policy
Anti-bullying Charter
E-safety Policy
SEND Policy
Equalities Policy
Attendance Policy
Use of Reasonable Force

At Larkrise Primary School we all aim to create a welcoming, caring, creative and purposeful environment where relationships are based on mutual respect. We ensure that adults and children feel safe, secure and happy in an environment where effective teaching and learning can take place. We seek to create a community that fosters positive attitudes and nurtures high self-esteem. Staff at Larkrise Primary School are committed to maintaining high expectations of good behaviour, consistently praising and positively reinforcing good behaviour.

Our Aims

- To encourage a safe, secure, purposeful and happy atmosphere within the school and to foster positive caring attitudes towards each other.
- To encourage positive behaviour conducive to quality learning.
- To create a community where achievements at all levels are acknowledged and valued.
- To encourage each child to accept responsibility for his or her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise awareness about appropriate behaviour and to make the boundaries of acceptable behaviour clear.
- To prevent bullying.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.

School Community Responsibilities

- All members of staff and parents consistently acting as role models, modelling our shared values and our golden rules throughout the school.
- All adults in school are responsible for reading and implementing the behaviour policy at all times.
- The Headteacher, Governors and SLT are responsible for reviewing and monitoring the policy.
- Children are expected to follow the behaviour policy under the support and guidance of staff and parents.
- We will use **Larkrise Primary Accessibility, Inclusion and Equalities Policies** to ensure fair treatment for all regardless of age, gender, race, ability and disability.

Principles

Good behaviour will be developed through:

- Clear expectations
- Clarity and consistency over rules, rewards and consequences
- Positive behaviour management strategies being used by all staff with an emphasis on praise
- Mutual respect
- Shared responsibility for behaviour between parents, carers, school, children and other agencies

Our Practice at Larkrise

Our Golden Rules

These five golden rules underpin our practice at Larkrise and apply to the whole school community

- **We use kind hands, kind feet and kind words.**
- **We listen and follow instructions.**
- **We are honest and tell the truth.**
- **We work hard and always try our best in everything we do.**
- **We think before we act so we stay safe.**

The Golden Rules will be displayed in all classes and around the school in other key places. The Golden Rules will be referred to regularly by all adults to support children to redirect their behaviour where necessary and to reinforce positive behaviour choices. All adults are responsible for modelling and ensuring that children are following the Golden Rules.

Use of Praise and Positive Recognition Systems

At the heart of all we do is encouraging pupils to engage positively in school life.

We create a positive ethos by ensuring all adults comment frequently on pupils' effort, success, kindness and good manners.

We recognise that good relationships underpin all we do at school and we understand that 'what we pay attention to; we get more of'

Recognition systems

Wherever possible rewards in school should be intrinsic. We need to develop a belief in children that when they are polite and well behaved they can be proud of themselves. Children should work hard and behave well because they know it is the right thing to do, and it is expected of all members of school, not because they will get a reward. However, extrinsic rewards are used to motivate children, but these are kept to a minimum and should never be seen as a right.

Marbles in a Class Jar

We use a collective reward system - marbles in a jar - to consistently highlight and recognise the positive behaviour. The class reward system motivates pupils to contribute individually, in groups and as a cohort to a whole class reward such as some extra playtime, choosing time or an appropriate class treat agreed with the SLT.

Golden Awards

Golden Award is a certificate awarded at our weekly Friday Golden Assembly. Teachers and TAs choose a child who has demonstrated outstanding effort or achievement in their behaviour towards others or in their school work. The child's name is displayed on the website as part of the celebration of their achievement.

Wow Cards

Wow! Cards are given to pupils daily in class in recognition of good learning behaviours, outstanding effort or achievement or for demonstrating school values. They are sent home with pupils.

Children may also be given specific praise by being sent to the Headteacher to show exceptional work through this they can earn a Headteacher award.

Praise Phone Calls to Parents and Carers

Praise calls could be made by a teacher or a member of SLT to highlight exceptional behaviour, work or engagement in learning.

Sanctions

Teachers and adults will use a range of sanctions to ensure good behaviour. At all times sanctions will be presented in a calm, confident way as a necessary consequence of the child's choices. **Reasonable adjustments will always be made depending on the age and needs of the pupil.**

We use the following structure to manage behaviour.

1. A reminder, non-verbal or verbal.
2. A choice and consequence given, adults will always allow for take up time.
3. Time out within the classroom is given to think about choices. Children can take themselves to time out as a means of self-regulation.
4. A Learning Mentor may be requested to support their work in the classroom.
5. Pupils may miss playtime or lunchtime to complete missed work or practice desired behaviour.
6. In case of rapidly escalating behaviour or a serious incident, a learning mentor or SLT will be called to move the pupil to the Canary Room or another safe space for appropriate de-escalation and support.

Time Out

Each classroom will have a designated time out table with a timer. Following a period of calming down time the normal expectation is that the child will be supported to re-join their class and re-engage with their learning.

Canary Room

The Canary Room is staffed by Learning Mentors. This is a safe space where children can be taken for appropriate de-escalation and support. It can be used as a quiet space for children to complete learning when they are struggling to do so in class.

Sanctions for Behaviour at Playtime or Lunchplay

If a child breaks a school rule at playtime they may be required to walk with an adult during that break. If a child hits or kicks another person, or play fights they will be sent indoors and will lose playtime. During loss of playtime children will be supervised by adult and may be required to complete a reflection sheet. A record is kept of each incident. A copy of reflections sheets is sent home to parents/carers.

Exclusions

Permanent exclusion runs against the school's commitment to inclusion and is reserved for the most serious cases. Exclusion will therefore be used sparingly and as a last resort after a range of measures have been tried and all other options considered. It will only be used in response to serious breaches of school policy or law.

Detailed guidance regarding the procedure for exclusions is set out within the DfE website and will be adhered to fully in the event of any exclusion. Copies of this guidance can be requested from the Headteacher or can be found online on the DfE website: <http://www.education.gov.uk/schools/>

Early warning of concerns should be shared with the Head teacher so that strategies can be discussed and agreed before more formal steps are required. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Reflection

In cases when a pattern of behaviour becomes apparent or if unacceptable behaviour continues for a particular child, the class teacher or Head will notify the parents of the child concerned and seek their support in bringing about improved behaviour. A behaviour plan may be drawn up with the support of the SENCO and other outside agencies

Serious incidents which include physical violence, racism, sexism or homophobia are reported on incident records and reported to parent and the Local Authority if appropriate, serious incidents are likely to result in fixed term exclusion.

During missed playtime the teacher or learning mentor should support the pupil to reflect on their behaviours, where appropriate on a reflection sheet a copy of which is sent home and a further copy is given to the Learning Mentor Lead.

If a child behaves in a way that is a danger to children or staff, either the non-compliant child will be removed or if this is not possible, other children will be removed from the presence of the non-compliant child and the head teacher will be informed immediately. All staff are aware that physical punishments and interventions may not be used.

In some circumstances, physical intervention (use of reasonable force) with a child may be considered appropriate e.g. preventing an accident such as a child/young person running into the road or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time. Any such incidents should be recorded. Please refer to the **Use of Reasonable Force Policy**

Recording and Monitoring Behaviour Records

When completed, incident sheets, playground forms, reflections sheets and exclusion letters will be passed to the Behaviour Lead who will record and file them. The Behaviour File is used to identify issues and patterns, and to support appropriate intervention; it is monitored termly by the Behaviour Lead and Link Governor for Safeguarding in terms of:

- Type of incident (including prejudice-related incidents)
- Critical days/times in the week
- Critical places within the school and grounds
- Pupils involved
- Profile of pupils involved (ethnicity, gender, disability, age, SEN)
- Outcomes

Behaviour records will be entered on SIMS to enable careful monitoring of data to measure impact of behaviour policy and to inform future planning.

Training and Professional Development for Staff

The school will provide appropriate training for all staff, in order to promote positive and consistent behaviour standards within the school. It will also ensure opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour Support (for example exclusion, safeguarding, Use of reasonable force; inclusion and equality).

Specific planned/tailored training will be given to staff supporting pupils with very specific needs. Health and safety, and safeguarding which includes behaviour support is a fixed item on the agenda of all staff meetings.

Policy Monitoring

It is important to know that our policy is working effectively and to evaluate its impact on pupil behaviour and prevention of bullying behaviours. This Policy will be reviewed on a three-year cycle by the Leadership Team. Discussions on behaviour will take place regularly at Staff, Key Stage and Leadership Meetings. Pupil's views and the views of parents will be gathered through annual questionnaires and regular pupil and parent forums.

When monitoring is undertaken, its purpose will be to establish the extent to which this policy ensures children:

- Clearly understand the expectations for their behaviour
- Are keen and happy to come to school
- Have positive attitudes toward their learning and their behaviour
- Are reaching their full potential
- Behave well in lessons and around the school, and are considerate, trustworthy and respectful
- Form constructive relationships with each another, and with teachers and other adults
- Work in a safe environment that promotes equality and inclusion.
- Reflect on what they do, and understand the impact of their actions on others
- Show initiative and are willing to take responsibility
- Have high levels of attendance
- Are excluded from the school only in exceptional circumstances



Larkrise Primary School

Larkrise Primary School Anti-bullying Charter

Bullying is when someone deliberately hurts another person over and over again, through unkind actions or words.

What do we do if we think we are being bullied?

We use our **WITs!**

- W** Walk away the 1st time
- I** Insist they stop, say NO
- T** Talk to someone if it happens again

If you witness someone being treated unkindly always tell someone you trust.

At Larkrise Primary School we wish to foster an understanding that everyone has an important part to play in tackling bullying. If pupils witness someone being treated unkindly, always remember to:-

- 1. Be an up-stander and a friend never a by-stander**
- 2. Interrupt**
- 3. Tell an adult**
- 4. Speak out**

Adults in school will investigate incidents with care, talking to witnesses and gathering evidence.

What will happen if you are being bullied?

- The class teacher will talk to the person who was bullying so that they know how they have made someone else feel and witnesses will be interviewed to assess if they contributed to the bullying in any way
- Incidents will be recorded on an incident form
- The person who was bullying will apologise, and discuss how to change their behaviour with a teacher. Consequences might include: Removal of privileges (e.g. break times), exclusion from certain areas of school premises, lunchtime fixed-term exclusion, fixed-term exclusion or permanent exclusion in consultation with the Local Authority
- The class teacher will talk to the parents/carers of the person who was bullying
- The class teacher will talk to the parents of the person who was bullied so they know what has been happening and what has been done about it
- The person who was bullied will 'check in' daily with a trusted adult who will monitor that the bullying has stopped
- The person who was bullying will 'check in' daily with the class teacher to monitor that they have changed their behaviour
- If the bullying behaviour continues the person who was bullying will be put on a behaviour plan which will be monitored by the head teacher to ensure that the behaviour stops.