

LARKFIELD



PRIMARY SCHOOL

Headteacher:
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BEHAVIOUR & DISCIPLINE POLICY

Revised September 2017

Rationale & Principles

This policy exists to provide a framework for supporting our stated aim of providing “*successful learning in a stimulating, challenging and supportive environment, where everyone is valued as an individual*”; central to this aim is establishing an environment that provides conditions for effective learning for all.

- Our school community has defined a clear set of standards of personal behaviour, which are based on respect for each individual in our community and their individual needs.
- Our community promotes values including honesty, self-discipline, fairness and respect for truth and justice, within a caring and nurturing environment
- All behaviour- positive and negative- has consequences in terms of reward and sanction.
- Harmonious relationships can only be maintained if the parameters controlling our behaviour are clear for all and that responses are fair, taking into account the views and wishes of children, parents and teachers.
- All members of our community have a right to feel safe
- All members of our community have a right to respect
- All members of our community have a right to learn
- Fair and consistent implementation of this policy is the responsibility of all staff

Purpose of this policy

- To ensure that children, parents and all staff are clear about the standards of behaviour expected.
- To define appropriate rewards and sanctions and to give clear guidelines on how they will be employed.
- To ensure that students who find it difficult to behave acceptably have adequate support, which will attempt to identify underlying causes (for example, anxiety, personal problems, special needs and domestic disruption) and then to provide suitable remedial action.
- To ensure that in cases where fixed or permanent exclusions are imposed, the school follows Sefton guidelines on managing such exclusions in compliance with UK law. These guidelines provide detailed information regarding the governors’ role in these disciplinary procedures and parents’ statutory rights of appeal.

Guidelines

- The Headteacher will ensure that this policy is reviewed at least every two years in consultation with the school community.
- This policy relates most closely to the Home-School Agreement, Anti-Bullying Policy and Complaints Policy.
- Arrangements for monitoring and evaluation of this policy will rest with the senior leadership team and governors’ pastoral committee. Where appropriate, action points will be carried through to the school improvement plan.

Scope

- This policy applies to all members of Larkfield Primary School community and extends to behaviour in and out of school [where there is a link with membership of the school - for example in relation to e-safety, cyberbullying, intimidation and behaviour in the vicinity of the school] in line with the provisions of the Education acts of 2006 and 2011.
- This policy should be read in conjunction with the Anti-Bullying and E-safety policies.

BEHAVIOUR POLICY

Good behaviour is important for two key reasons:

- To ensure teaching and learning can be most effective
- To prepare our children to be responsible, caring, considerate members of modern British society.

Every aspect of our work in school has the potential to impact positively upon behaviour and we aim to keep this in mind at all times.

COMMUNITY ETHOS AND RELATIONSHIPS:

Larkfield will maintain a positive ethos where individuals and their differences are welcomed, where achievement in all areas is celebrated and where *praise* is always used first as a motivator and a reward. We always aim to *'Catch them doing something right!'*

All adults in school should lead by example in the way that we interact with each other and with children. If we are polite, take turns, demonstrate good manners and apologise when we are wrong we can reasonably expect children to do the same.

Behaviour ultimately matches expectation; we will maintain high expectations of good behaviour and take action when behaviour falls short of expectations.

Expectations:

- Should take into account the age and stage of development of the child
- Can and should be different for children with different needs

Staff development is a key factor in ensuring a consistent approach. Whole staff training involving teaching, support, administration and welfare staff will take place periodically. We will ensure that new and temporary staff members receive suitable guidance with regard to expectations and consequences. Two members of staff have received training in *'restorative justice'*, which seeks to resolve conflict that can arise from poor behaviour.

SCHOOL ENVIRONMENT

We aim to provide a high-quality, safe and stimulating environment through our displays both within classrooms and in communal areas. A rolling programme of development of the school and grounds is designed to ensure an effective environment for learning and play.

CURRICULUM & TEACHING:

Frustrated and bored children may misbehave. We ensure we have a broad and balanced curriculum to stimulate and interest children. The needs of individual children will be taken into account at the planning stage to ensure accessibility and engagement for all.

Lively, interesting and varied teaching which takes into account differing learning styles, coupled with the development of independent learning are also means by which we strive to enhance pupils' learning and develop good behaviour.

Good behaviour is actively taught through PSHE [Personal, Social, and Health Education] activities, when children are encouraged to explore different types of behaviour and discuss how these affect different situations and make people feel. Behaviour is also addressed through our assembly programme.

ASSESSMENT:

We believe that assessment has an important role in promoting good learning behaviour. Our marking policy stresses the need for careful 'next steps' marking of children's work, to provide feedback to the children and precise guidance towards improvement. Marking should be accessible to children and in the early years of school will most often be done in the presence of the child.

EXTRA CURRICULAR ACTIVITIES:

Our staff members give freely of their time to offer a wide and varied programme of extra curricular activities giving the children the opportunity to acquire new skills and increase their confidence. This programme also reinforces our positive, supportive ethos. We also have external coaches and providers coming in to supplement the activities we offer. We expect the same high standard of behaviour at all times within the school

REWARDS:

The following are used throughout the school:

- Verbal praise is the single most important reward employed by all staff as a means of improving self-esteem and motivation.
- Stickers are used to reinforce good work in books and good behaviour around school
- As a way of reinforcing good work/behaviour children are sent to the Head teacher or deputy or in some cases to another classroom to share their success.
- Children's achievements in a wide variety of areas are celebrated weekly in our 'Star of the week' assembly, when certificates are awarded. Children earn special awards for being star of the week on a number of occasions - parents are invited to the presentation of these special awards.
- Each class is rewarded for good behaviour through 'Golden Time' - children must earn this by behaving appropriately and they are able to choose an activity to take part in.
- We send 'parentograms' home to share good news about behaviour / work
- A whole school reward 'golden ticket' system is in place - children are awarded golden tickets by staff who catch them being good around school - these are collected in class and the class with the highest score each half term receives a special treat. Similar tickets are awarded by welfare staff [pink tickets], and ambassadors [red].

RULES AND CONVENTIONS

The following set of 'Golden Rules' were devised between pupils and staff:

We expect **all** pupils to:

- Arrive on time, every day, ready to learn
- Work as hard as they can
- Not disrupt the learning of others
- Respect each other and our school
- Be honest
- Be safe
- Be kind

The following table shows what this will look like in practice:

Golden Rule	This means:
Arrive on time, every day, ready to learn	Be in school with your equipment [PE / swimming kit / musical instrument / book bag / reading record / completed homework] by 8:50 for registration.
Work as hard as you can	Always do your best in school Don't give up Read every night Complete your homework on time Learn and practise your tables and spellings Best handwriting and presentation at all times
Don't disrupt the learning of others	Don't distract people when they are working Work quietly Don't wander around the classroom Try to work things out for yourself
Respect each other and our school	Speak politely to each other Do as adults ask you Use adults' title and name Stop and let adults or younger children go first Take care of school property Don't touch other people's property unless they say you can Keep the school tidy
Be honest	Always tell the truth - even when it is to your disadvantage Own up if you have done something wrong
Be safe	Always walk quietly in school on the left Never throw anything around other than in PE Always listen carefully to your teacher's instructions Always follow safety instructions Always tell an adult if you are worried or anxious Always follow safety guidelines at school and at home and never give out personal information on line.
Be kind	Don't hurt anyone Include everyone Kind hands, kind feet, kind words

TIDINESS

Well-organised resources within a tidy classroom are an example to children and an aid to effective teaching and learning.

It is the class teacher's responsibility to ensure the tidiness of the cloakroom area adjacent to their classroom.

PLAYTIMES

To improve the quality of playground life, the school council has consulted children throughout school to devise a set of playground rules and routines. These are displayed around school but briefly:

- Ball games are not permitted before school
- The infants and juniors have separate designated play areas
- Hard balls can only be used on the MUGA on each year group's designated day.
- No toys may be brought from home.
- Classes will line up at the end of playtime.

UNACCEPTABLE BEHAVIOUR

Poor or unacceptable behaviour can disrupt and prevent learning and affect the classroom and school climate.

The following are examples of **unacceptable** behaviour:

- Any form of physical violence towards any other child or staff member
- Hurting others verbally / emotionally eg through name-calling or racist / homophobic language
- Taking other people's belongings
- Damaging property
- Inappropriate language [swearing]
- Disrupting class learning
- Rudeness / insolence towards adults [answering back]
- Bullying in any form

SANCTIONS

Whilst our intention is to promote good behaviour by reward and encouragement, children must understand that poor behaviour also has consequences.

In 2016 we adopted a red and yellow card system, which is used and displayed throughout the school so that there is a consistent approach. To further ensure consistency, red cards are only given following consultation with a member of the Senior Leadership Team [SLT]



Red Card

- Bullying
- Leaving class without permission
- Fighting (punching and/or kicking)
- Swearing
- Racism
- Refusal to follow adult instructions (inappropriate defiance)
- Homophobic language

- Being aggressive towards adults
- Trying to hurt others including adults
- Spitting
- Cyberbullying
- Purposefully damaging school property

Any possible Red Warning scenario will be reported to a member of the SLT who will make a judgement on the situation. The child will not be allowed to attend any after-school clubs that night and their parents will be informed before home-time. A formal meeting will be arranged between appropriate parents, the child and either the class teacher, the Deputy or Head Teacher (depending on the action). This will result in one of the following:

An internal/external exclusion – the length of time depending on the incident or repeated offences.

Loss of break-times.

An individual, behaviour support plan.

Specialist support – outside agency contact.

It is a key part of this strategy that **redemption is always an option** - each new lesson, day, week, month, term is an opportunity for a clean slate and a fresh start *provided the behaviour is not repeated*. Our preferred option is always to resolve conflict and we will expect children to apologise to anyone affected by their behaviour.

Children with disabilities may have different sanctions applied, appropriate to their needs and level of understanding.

Unacceptable sanctions:

- Any form of physical chastisement
- Removal of a child out of adult's sight
- Deliberate humiliation of a child
- Withdrawal from curriculum activities as a punishment *unless* there is a safety issue

OTHER REMEDIAL ACTION:

In addition to the rewards and sanctions already outlined, a range of other support options may be introduced at any point to improve prolonged or repeated poor behaviour:

- Behaviour record
- Behaviour plan [clearly defined targets, rewards, sanctions attached]
- Involvement of learning mentor
- Involvement of specialist behavioural support
- Support for parents via Parent Support Advisor or consultant
- Support from other services [eg social services / CAMHS / strengthening families]

Parent partnership:

For this policy to be successful, it is important that children receive a consistent message and we expect parents who send their children to Larkfield to reinforce the standards we have established and support the sanctions and remedies implemented in school.

USE OF REASONABLE FORCE:

The vast majority of children behave appropriately in school and when behaviour is below the expected standard, respond quickly to staff instructions to correct the situation. Occasionally, we may have children who do not respond and become aggressive towards staff and other children. In such cases we will always try to de-escalate any situation that arises, however we may have to resort to the use of reasonable force in order to prevent a child from hurting themselves or others, or causing damage. Typically this would involve the use of restraint or the removal of the child to a place of safety for them and others. We will always follow the advice given by the Dfe in their document 'Use of reasonable force' July 2013, a copy of which is attached to this policy at Annexe 1.

The school does not need to seek the consent of parents for the use of reasonable force but we will always notify parents where it has been necessary to use it and we will seek to work constructively with parents and children to avoid having to use it in the future.