



Lings Primary School

Behaviour Policy

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Index

Page

Title page	1
Index	2
1 Introduction: the Aims	3
2 Clear and consistent boundaries	3
3 The Rules and Reinforcements	4
4 When Positive Support is Unsuccessful	6
5 Recording of Poor Behaviour	7
6 Areas which can Cause Conflict	7
7 Assembly	9
8 Around School in General	10
9 The Classroom	10
10 Staff Obligations	11
11 The Playground	12
12 The Dinner Hall	13
13 Details which need Highlighting	14
14 Bullying	15
15 Sanctions against Poor Behaviour	17
16 Dealing with Behaviour	19
Confirmatory Signatures	19

1. Introduction: the Aims

At Lings Primary School we seek to promote behaviour which will encourage:

- consideration and respect for others and for property within the School.
- the emotional, physical and psychological safety of all the School.
- the development of mutual support, both academic and social.
- the development of personal autonomy, tolerance and understanding.
- preservation and enhancement of the School environment.
- the truth.
- high self esteem.

2. The Boundaries

We intend to achieve the Aims by establishing clear and consistent boundaries within a balanced framework.

These are:

- positive, supportive and caring attitudes towards others.
- a pride in Lings Primary School.
- honesty.
- growth in personal autonomy.
- tolerance and understanding of personal limitations.
- respectful and courteous consideration of others and their individual differences.
- regular and punctual attendance.

3. The Rules and Reinforcements

In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disturbance.

Children are involved in reviewing all the rules every year, with regular reminders occurring every term.

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also promote self confidence which in turn promotes learning.

They are:

- Public acknowledgement for improved behaviour, an exceptional piece of work etc., through whole School assemblies. Especially achievement assemblies on Fridays.
- "What have we done today to make us feel proud" board at the entrance lets everyone celebrate individual and School achievements.
- 'Star Pupil' awards/certificates are given out every week during Friday assembly, when parents are present.
- Children being encouraged to be a positive reinforcement towards one another.
- Letters and postcards home to parents.
- Class rewards to be decided upon by individual class teachers. This encourages individuality and allows the teacher to decide the best personal approach for their class.
- Receiving good work or good behaviour stickers from the class teacher, LSA or Head Teacher.

- Having responsibilities in the class or School in general.
- The provision of opportunities for children to support one another by working together as a group.
- Class behaviour contracts. All children make up their class rules at the beginning of the school year. They then sign them in the form of a contract to show that they have understood the behaviour expectations in the class. These contracts are displayed and reviewed each term.
- Wearing the correct school uniform and PE kit.
- Representing the School in sports competitions etc.
- Writing (fortnightly) and reviewing of individual targets in key stage 1 and class targets in key stage 2.

Codes of conduct

All codes of conduct are regularly reviewed.

4. When Positive Support is Unsuccessful

- Even though the strategies set out in Section 3 work well with the majority of children there will be those who find it difficult to stay within the boundaries set for class and School. When this occurs we carry out sanctions which we consider appropriate to the behaviour concerned. These sanctions range from missing some to all of playtime.
- Serious incidents will be recorded in the School behaviour book, which is kept in the Head Teacher's office. These

incidents will be directly dealt with by the Head Teacher.

- In cases where a child has caused injury to another child or a member of staff, has been verbally aggressive or rude or has made racist, sexist or personal remarks or has been repeatedly disruptive to the education in a class, the School will contact the parents in writing or phone and inform them of the incident and punishment.
- In order to support children with behaviour difficulties we discuss our concerns together as a staff and use each other. We listen, we teach the children temper control techniques, we talk to parents for ideas and support, we give the children responsibilities, we start a home/School behaviour book with targets and rewards or we may ask for advice/assistance from outside agencies.
- If a child is asked to go to the Head Teacher and they refuse, then the Head Teacher must be called to deal with the matter. If the child decides to sit on the floor and is causing themselves and others no harm then they should be left there. If they begin to cause harm to themselves or others then the proper team teach techniques should be employed.
- In extreme cases, children will be excluded for between 1-10 days. After 5 days the Governors have to approve the Head Teacher's decision.
- The very last resort, which occurs when all other sanctions have been attempted or when an incident is so serious it is beyond acceptance, is permanent exclusion. We hope never to have to get this far.

5. Recording of Poor Behaviour

- Behaviour is noted by the class teacher and recorded as necessary. Poor playground behaviour is noted in the 'Playground Book', which is reviewed by all staff on Friday mornings.
- If the behaviour is violent, insulting or disruptive or involves rudeness to staff the teacher must send the child to the Head Teacher (or Deputy in the absence of the Head) who will record the behaviour in an incident book and deal with the situation.
- Playground supervisors must inform the teacher or the Head Teacher if the behaviour warrants it.
- Copies of letters to parents are filed in the child's records and a note is made in the incident book if a letter is sent home. Copies of letters of explanation or apology are also kept on the child's file.
- Any child who is placed on the wall is recorded in the playground book by a year 6 pupil on duty. If a child goes on the wall twice in a week they are sent to the Head Teacher. The reason why they are on the wall and the person who placed them there is also recorded.

6. Areas which can cause conflict

The following areas can cause children to feel resentful if they do not have as much as their classmates. They can also lead to them being tempted to steal or bully children into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community.

MONEY:

Children are not allowed to bring any money to school unless it is for

"snack" or a school visit.

SWEETS:

Sweets are not allowed in school. Fruit is provided for some children at early playtime and they also have an opportunity of buying a "snack".

THINGS FROM HOME:

Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KS1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, ornaments are not allowed in school. When an item is brought in it must be looked after by the teacher.

MOBILE PHONES:

Mobile phones are not allowed in school and must be handed in at the office.

Only children who are in year 6 and walk home by themselves may bring mobile phones in, but these must be handed straight to the office.

MAKE UP:

Make up is forbidden in school. This includes nail varnish.

JEWELLERY:

Horrible accidents can occur with jewellery. The school accepts no liability for loss or damage to jewellery worn by children.

Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are also forbidden, except for short chains with a small religious symbol, but these will still have to be removed for PE.

One small signet ring may be worn, but rings which stick out are not allowed for safety reasons.

HOMETIME:

As the children are so closely monitored during school time they

often wait until after school to show their feelings more openly. We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate.

While children are in school uniform we expect them to behave just as they would in school.

The Head Teacher will be in the playground (when possible) to monitor behaviour as the children leave school.

Staff are asked to see their classes to their relevant exits.

7. Assembly

The children should:

- Be silent when they leave the classroom. Assembly starts when they leave the room.
- Walk in an orderly manner into the room.
- Hold doors open for one another.
- Have their hands by their sides and not in their pockets.
- Space out without touching each other as/before they sit down.
- Sit facing the front with their arms folded and their legs crossed.
- Put their hands up to answer questions.
- The children must not talk or shout out. This is very rude and can be upsetting for the person taking the assembly.

ANY TALKING WILL RESULT IN MISSING A WHOLE PLAYTIME.

To help the children staff should:

- Leave enough time to prepare the class for assembly.

- Be punctual. Assembly begins at various times during the week and these are on the timetables.
- Walk in silently without talking to the children.
- Keep a watchful eye on the children during assembly and if a child is fidgeting or moving catch their attention either by looking at them or moving towards them without disturbing the assembly. To this end it helps if the teacher sits in an appropriate position to see their class.
- Ensure that any child who has been disruptive misses their whole playtime.

8. Around School in General

Children should:

- Knock on doors and then enter a room.
- Hold doors open.
- Be polite to visitors.
- Say good morning / afternoon when passing an adult.
- Walk, not run.
- Move about quietly.
- Address people politely.

9. The classroom

The children should:

- Come in and out of class quietly and in an orderly manner.
- Address the teacher by name (no Miss/Sir).
- Sit quietly and listen to the teacher without interrupting.
- Put their hands up if they wish to speak.
- Not distract or annoy other children.
- Ask permission when they leave the room so the teacher knows where they are. They will need to take a band off the door

when they leave and return it when they get back.

- Behave the same way to all the adults and children in the school.
- Hand in money and keys to the class teacher.
- Not eat in class.
- Not use the toilet as a way of getting out of work.
- The staff in school are in the position of parents/guardians. There is no excuse for rudeness, disrespect or insolence towards staff. Any reasonable request from a staff member should be carried out at once without argument.

10. Staff Obligations

- Be aware of the children as individuals. Know their needs, characters and any clashes of personality between class members.
- Give meaningful praise and encouragement in lessons.
- Keep an attractive, tidy classroom with up to date displays.
- Be happy and positive.
- Plan work carefully and match it to ability, differentiate when dealing with different abilities.
- Present work in an interesting way and make sure the children know what is expected of them.
- Diffuse potential incidents and situations before they occur.
- Mark work promptly.
- Not allow difficult situation to disrupt the class.
- Continually observe and scan the behaviour in the class.
- Apply rules fairly, consistently and firmly.
- Never accept insolence from pupils.
- Always hear both sides of a story before acting on a situation.
- Listen.
- Use punishment sparingly and only to the individuals involved.
- Send for the Head Teacher in an emergency.

ALWAYS DEAL WITH OFFENDERS. TO IGNORE IS TO CONDONE.

11. The Playground

This is the area with the most potential for poor behaviour. For this reason there are many guidelines for staff and children.

Children should:

- Play together and not fight.
- Walk along covered areas, the courtyard and within the school building.
- Use the toilets for their proper use and not to play in.
- Only go to the toilet if given a permission band.
- Not enter the building without permission.
- Play with the equipment appropriately
- Not climb on the banisters or trees.
- Stay within the boundaries of the playground.
- Use the benches for sitting on.
- If a child would like to go in to the building, they will need to ask for a band, only five will be issued.
- Stand silently and still when the first whistle goes.
- Walk silently to their line without pushing or shoving others.
- Go into the classroom in an orderly fashion.
- Listen to any year 6 pupil that may be on duty at the time.

To help the children staff should:

- Be vigilant by watching for potential incidents and defuse them before they start.
- Remind the children to walk while in the school building.
- Remind the children to play nicely and carefully with each other.
- Not turn away upset children. **LISTEN TO THEM.** What may seem trivial to an adult may be very important to a child.
- Prevent children from going into the hall or office unless it is important.

- Come out of the staffroom promptly and note any children on the time out zone.
- Be aware if any child has been on the time out zone more than once in a week. This is monitored by the Head Teacher and the leadership team.
- Always follow up incidents and don't ignore anything seen that breaks school rules.
- Always make sure that an adult blows the whistle.
- Inform the Head Teacher of any serious incident and if possible lead those involved to the office.
- Support staff must inform class teachers of any incident involving a pupil or pupils in his/her class.

12. The dinner hall

The children are brought into the hall by a midday meals supervisor once they are standing correctly in their lines.

Children should:

- Walk in sensibly and quietly without disturbing or distracting those who are already eating.
- Line up for lunch in an orderly fashion.
- Speak politely to those adults who are serving or supervising in the hall.
- Speak politely to the Year 6 children on duty.
- Talk quietly to the children on their own table. They must not talk to children on other tables.
- Put up their hands to show that they have finished their meal and wish to start pudding.
- Place their cutlery and cups appropriately on their tray to show they have finished.
- Put up their hands and ask to leave the hall.
- Tidy away and leave the hall quietly.
- Scrape their plates into the bins provided.

13. DETAILS WHICH NEED HIGHLIGHTING

The Time Out Wall is a section of the playground where children stand when they have been naughty. They stand against the wall and watch the rest of the school playing. The intention is to give the child an opportunity to think about what they have done and how they can improve their behaviour next time. If a child is consistently on the wall it is obvious that this is not having an effect and other sanctions need to be sought.

- ❖ The minimum amount of time spent on the Time Out Wall is 5 minutes. Do not stray from this as inconsistency can confuse children.
- ❖ During very hot or cold weather no child is to stand on the wall for more than 15 minutes, less if they are younger.
- ❖ If the child's time exceeds the 15 minutes they need to go and see the Head Teacher, Deputy or Key Stage co-ordinator.
- ❖ A maximum of 8 children should be on the wall at any one time.
- ❖ When the wall is full the Head Teacher needs to be informed.
- ❖ Remind children to collect their coats and sweatshirts before the second whistle.
- ❖ If a member of staff is already involved in sorting out an incident, other staff do not take over unless asked to do so. This can give messages to children that some staff are not capable of dealing with some situations. This can lead to a loss of respect.

15. Bullying

Bullying of any sort will not be tolerated at Lings Primary School.

Bullying can be:

physical: pushing, kicking, hitting, spitting etc

verbal: name calling, sarcasm, spreading rumours, persistent teasing.

emotional: not letting a child join in a game, hiding a child's belongings, humiliation.

racist: racial name calling, gestures.

- Emotional bullying seems to be more common than physical violence and can be the most difficult type of bullying to cope with or prove.
- Persistent bullying can result in depression, low self esteem, shyness, poor academic achievement and isolation.
- If bullying isn't tackled it also damages the bully who learns that he/she can get away with violence, aggression and threats and that this sort of behaviour gets them what they want.
- There is also the chance of cyber bullying and this can have the same effect on the child.

Please look at the ICT policy to find further information.

Children who bully

There are many reasons why children become bullies. It may be as a way of coping with a difficult situation, a lack of attention or being utterly spoilt.

Bullies are often unhappy and use bullying to achieve popularity and friends. They have to learn that bullying is unacceptable behaviour and that there are severe consequences.

They should be given plenty of encouragement to stop bullying but also must not be allowed to get away with it, for their own sake and the sake of their victim.

Children who are bullied

Children who are bullied will be different in some way from the bully.

This gives the bully an excuse for his/her behaviour. The difference is not the victims fault. Nobody should have to suffer bullying.

In some cases, staff will recognise children who are vulnerable to bullying because they have specific problems, such as speech difficulties, spectacles, different clothes, hair styles, mannerisms etc. In this situation, staff must be extra vigilant when in the classroom or playground.

Teachers regularly talk to their class about differences and valuing all members of the school community. This is reinforced in assemblies and helps to ward off possible bullying.

Bullying - what to look for

Children often give signs that they may be being bullied.

They may

- be frightened of walking to or from school
- not want to come to school
- feel sick in the mornings
- show a significant deterioration in their work.
- become quiet and withdrawn
- wet the bed
- lose their appetite
- ask for money (to pay the bully)
- become aggressive and unreasonable

What parents should be encouraged to do if they suspect bullying

Often bullies are very clever at not being seen. Parents are usually the first to notice that their child is behaving differently.

Parents should stay calm, try to find out what is wrong and make an appointment to come into school and speak with the Head Teacher or class teacher.

They should be encouraged to write everything down as a written record. A written record makes it easier to check facts.

What staff should do if they suspect bullying

Ask other staff if they have noticed anything.

Inform all staff so they can keep a look out on the playground.
Ask the child concerned what is wrong. Often they are just looking for an opportunity to 'open up'.
Tell the Head Teacher, who may talk to the child.
Voice your concerns to the Head Teacher and multi agency group.
Keep a written record of incidents.
When facts have been gathered, the Head Teacher will take action.
Ask the Year 6 Friendship Buddies if they have seen any incidents.

What children should do if they suspect bullying

Children should be encouraged to:

- ask the child being bullied to join in their game.
- not smile or laugh with the bully.
- tell a teacher.
- tell the bully to stop.
- show the bully they don't approve by walking away.

If they are being bullied themselves they should:

- look the bully in the eye and tell them to stop.
- get away from the bully as quickly as possible.
- tell an adult straight away.
- keep on talking until someone listens.
- not put up with it.
- not blame themselves.

15. Sanctions against Poor Behaviour.

These sanctions are guidelines. The individual needs of the child and his or her circumstances are crucial to good behaviour management: staff knowledge of any child and their situation is paramount.

The time out zone should be used in increments of 5, 10, 15 and 20 minutes.

Behaviour Sanction and Person Responsible.

- ***Persistent chatting in class or distracting others when they are working.***

No more than 2 warnings: more than this invalidates the system. They should be given 10 minutes reflection time on the time out zone.

Class teacher.

Learning support teacher.

Playground supervisor.

- ***Disrespectful behaviour towards teachers, adults or pupils within the class.***

15 minutes on the time out zone. There is no warning as disrespectful behaviour towards an adult should never be tolerated.

Class teacher.

Learning support teacher.

Playground supervisor.

- ***Any behaviour that is aggressive, racist or violent.***

Child needs to be sent to the Deputy Head or Head Teacher immediately.

Class teacher.

Learning support teacher.

Playground supervisor.

Deputy Head

Head Teacher

- ***Any ongoing behaviour that staff consider to be bullying.***

Child should be sent to the Deputy Head or Head Teacher immediately.

Class teacher.

Learning support teacher.

Playground supervisor.
Deputy Head
Head Teacher

16. Dealing with Behaviour

Where did the behaviour happen?

Who deals with it?

Who must be informed?

How are they informed?

1. In class.

LSA, Teacher

Depending on the severity of behaviour, the Head or Deputy can be made aware or the child can be sent to either of them. The behaviour needs to be noted in a class behaviour book and a record kept. If the child has to spend time on the wall this will be recorded in the Playground book.

2. In the playground.

Lunch time supervisor, LSA, Teacher.

The children can be placed on the wall which will be recorded in the playground book. If the incident is severe, the child should be sent to the Head or Deputy, who will record the incident on a behaviour report in the office.

The class teacher also needs to see the book and be told verbally if the incident is severe.

3. In the dining hall.

Lunch time supervisor.

The child should be given some time on the wall to think about their actions. This should be recorded in the playground book and if the incident is severe the Head or Deputy and class teacher need to be made aware.

Confirmatory Signatures

Signed.....Head Teacher

Signed.....Governor

Approved on.....

To be reviewed on.....