

Langtree Community School

Positive Behaviour Policy

Rationale

- Our school is a caring community based on respect, trust and friendship. We work hard to create a happy environment.
- Good behaviour is a key feature of our school life. We strive to ensure that there is a clear, shared understanding between Headteacher, staff, parents, governors and children.
- The curricular objectives of the school cannot succeed if they are to be impeded by poor behaviour. Therefore this policy is seen as being an interwoven element through all aspects of school life.
- Challenging behaviour can be important stress factors for both other children and staff.
- We are aware that challenging behaviour is often affected by underlying issues in a child's emotional development which need to be addressed alongside the poor behaviour through a whole school approach.
- Our ultimate goal is for children to make good choices that don't impact negatively on themselves or others. Therefore we provide structures to reward good behaviour and change the behaviour of children who, for whatever reason, find this difficult.

Positive Reinforcement and Rewards

The whole staff has a responsibility for the maintenance of the ethos of the school. We aim to adopt a positive approach to behaviour management by:

- Focusing on what is going well and drawing attention to good behaviour,
- Giving specific praise where appropriate (since too much general praise can quickly lose its value),
- Giving clear and regular reminders of what is expected,
- Setting a good example ourselves, and
- Making it clear that it is the unacceptable behaviour that we do not want, not the child.

Throughout the school appropriate, specific verbal praise is the most widely used reward. In addition, the following class rewards have been agreed through discussion:

Foundation/Class R : Stickers, 'high fives' and 'Star of Week'.

Class 1 : 'Bugs' on a whole class reward chart.

Classes 2 and 3 : Group, table awards or class awards. Individual points given on Class Dojo.

Lunchtime: : The MTA's reward good behaviour with Dojo points.

Rules

Each year, each class devises its own rules around the basic premise that we will treat each other with kindness, respect and consideration. These rules are often displayed in the classroom.

In the Foundation class these issues are discussed in regular PSHE sessions. In the other classes, they are discussed at intervals in Family Groups and Assemblies.

Sanctions

No matter what systems are in use, it is acknowledged that some children will find it difficult at times to cope with everyday school life. In these cases, the sanctions that we have agreed are based on the principle that: sanctions must take account of context, be immediate if possible and should increase in seriousness.

To avoid confusion, groups of children have drawn up the following list of acceptable and unacceptable behaviours in their family groups and these are reviewed from time to time.

Acceptable behaviour.

1. Using our manners. For example: Please and Thank You
2. Listening to everyone's ideas and opinions
3. Treating everyone as equal
4. Encouraging others
5. Sharing. Taking turns
6. Respecting others
7. Being kind to each other
8. Concentrating during lessons
9. Trying your best
10. Listening when the teacher is talking
11. Playing together

Unacceptable behaviour

1. Rough play
2. Shouting out in class
3. Annoying others while they are working
4. Laughing at others in class when they are wrong
5. Putting your elbows on the table while you're eating
6. Bullying
7. Saying hurtful things
8. Not getting on with your work
9. Not listening
10. Telling lies
11. Running in the corridors

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An Incident log, available in the office, is filled in for all serious cases of unacceptable behavior. All staff are to log concerns using CPOMs.

From the Nursery class, we teach the children to respond assertively, rather than aggressively to problems and actively discourage children from trying to take the law into their own hands. They are taught to tell the person to stop, using a big voice if necessary; that they don't like what is happening. Then, they are taught, they must tell an adult. Staff are able to explain to parents the reasons why encouraging children to 'fight back' rarely helps.

We aim to catch children before they misbehave. If we are unsuccessful, then we have agreed the following:

All children

All incidents of unacceptable behaviour will be met with a warning and an explanation of what the consequences of the action will be if repeated.

Class F: If working outside, a child will be sent inside for a few minutes. If working inside, the child will be removed from the chosen activity for a few minutes.
Talking about feelings and how our actions make others feel.
Use 'Thinking' chair.
Liaison with parents.

Class R, 1, 2 & 3: Warning.
Remove child from chosen activity or place for a short while.
Keep child in at playtime for a specified time, to finish work or do some other worthwhile activity.
Lose some privilege.(e.g. lose some 'golden time' or spend time on

'Playground Detention')
Send child to Headteacher.
Teacher may speak to parents and/or initiate individual behaviour chart.
Headteacher may speak to parents.
Headteacher may work with parents to draw up a behaviour contract.

In the dining hall: Warning.
Sending to the end of queue.
Waiting until last to get lunch.
Wait until last to leave dining room.
Keep in at lunchbreak to do a job or put onto 'Playground Detention'.
Send to class teacher who may initiate any of the sanctions in the previous list.

In the playground: Warning.
Put onto 'Playground Detention'.
Report to Class teacher.

All staff keep each other informed of any ongoing discipline-related matters and can, therefore, present a united front. Staff enjoy good relations with our parents and keep them abreast of their child's progress in all aspects of school life, including their behaviour, through informal meetings, formal parent meetings and annual reports. However, any behaviour policy is dependent on the support of parents to make it work and failure to accept their child's part in wrongdoing or refusal to support the school's efforts to discipline their child can seriously undermine our efforts to promote good behaviour.

Pastoral support and Referral

There will occasions when the agreed reward and sanction systems prove ineffective. In these cases, after consultation with the parents and the SENCO, referral will be made to an outside agency, usually the Educational Psychologist.

In extreme cases, a child may be excluded from the school. Exclusion is seen as a last resort since, in itself, it rarely results in a change in behaviour. The LA Exclusion Procedures are appended to this policy.

This policy is monitored by the Headteacher and is reviewed every three years by the staff and the Curriculum Committee of the Governing Body, with appropriate input from children and parents.

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