

Behaviour Policy



Longstone CE (VA) Primary School

Version: 4
Date: June 2018

Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them. Any printed copies of this document are for reference only; the definitive version is the computer file held by office administrator.

Revision history

Date	Version	Changes	Author(s)
28/9/2008	1.0		
30/06/2010	2.0	altered 'teachers' to 'staff' 4.2	JRackstraw
June 2014	3	New policy, in line with current practices and procedures and some grammatical changes	J Dowse
June 2018	4	Addition of section 5 – Weapons Addition of section 6 – Searching & confiscation Changed section 7 from dinner times to playground behaviour and included reference to staff liaison	G Harvey

Approval

Date	Version	Approver(s)	Minute number
6/7/09	1.0	Governing body	11/07/09 11.1
05/07/10	2.0	Governing Body	05/07/10-11.2
11/6/14	3	Health & Safety Committee	5
15/6/18	4	Safeguarding & Premises Committee	11.2

Review period

The maximum period between reviews of this document is: 4 years

Version	Next revision due
4	June 2022

STATEMENT OF POLICY

1 INTRODUCTION

At Longstone School Primary School we aim to address the principles of our behaviour policy through the following schools values:

- Respect and kindness
- Happiness and belonging
- High expectations for everyone to achieve their potential
- Creatively inspiring passion for learning
- Working together in a happy safe environment

These are encapsulated through our mission statement: To create a happy, safe and creative learning environment in which everybody can grow, forever learning new things together.

2.1 AIMS

Our aim at Longstone School C of E Primary School is for children to be able to work and play safely, successfully and happily.

Our approach to behaviour management is positive and is based on several key principles which reflect the school ethos and our relationships with children.

The principles of our behaviour policy are underpinned by the Christian ethos of our school.

2.2 OUTCOMES

This policy provides:

- Clear and consistent whole school systems of rewards and sanctions.
- Good quality teaching and learning throughout the school.
- Sense of partnership between home and school.
- Children can play in a happy, safe environment.

3 WHOLE SCHOOL RULES

Everybody in school is expected to follow the GOLDEN RULES which are:

1. We work hard and try our best
2. We are polite and helpful
3. We listen well
4. We are gentle and kind
5. We look after all property

4 WHOLE SCHOOL STRATEGIES

4.1 PRINCIPLES OF REWARDS

- To publically acknowledge positive behaviour in order to encourage and foster more of the same.
- To build children's self-esteem.
- To model appropriate behaviour to others.
- To reinforce what the school values.

4.2 REWARDS

We recognise that some vulnerable individuals with particularly challenging behaviour require additional rewards as a part of a strategy for improving behaviour. Rewards may be informal or formal.

- Positive praise
- Stickers – cumulatively stuck into child's planner building up to a certificate.
- Written feedback.
- A public acknowledgement of work.
- Work displayed.
- Positive postcards.

- Build a jigsaw and once completed the whole class receive a pre-chosen reward.
- Celebration assembly.
- Attendance awards.
- Star of the week.

4.3 PRINCIPLES OF SANCTIONS

No child thrives on punishment. However, although positive behaviour is emphasised, unacceptable behaviour has to be dealt with by using appropriate sanctions. Sanctions need to be fair and there is a need for some flexibility to account for individual circumstances. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Therefore it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils (see Equal Opportunity policy).

4.4 SANCTIONS

Sanctions are referred to as 'consequences' with the children.

- Warning 1, Warning 2, loss of 5 minutes of playtime
- Removal to partner class.
- Missed playtime.
- Child writes letter of apology.
- Phone call home.
- Spoken to by Senior Teacher/HT.
- Meeting with parents/carers.
- Exclusion from school.

There may be situations where it is deemed appropriate to issue a fixed term or permanent exclusion from school. In this instance, the Local Authority guidelines will be followed.

Each incident will be treated on an individual basis, based on knowledge of the child, behaviour over a period of time. All these factors will be taken into account. Responses tailored to individual needs and discussed with parents and teachers.

5. WEAPONS

It is not acceptable to bring weapons into school. If a member of staff suspects that a pupil has a weapon it will be confiscated if it is safe to do so. Staff will not attempt to restrain a child or young person who obviously carries a weapon.

6. SEARCHING & CONFISCATION

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

7. PLAYGROUND BEHAVIOUR

Children are expected to follow the golden rules at all times of day, including when on the playground. All staff and lunchtime supervisors encourage children to behave appropriately during break and lunch times and reinforce the Golden Rules. Any child considered to be not behaving is spoken with and school procedure followed. Dinner staff are at liberty to issue rewards and sanctions. Both incidents and positive behaviours are recorded in books kept by the dinner staff and class teacher informed. There is regular liaison between all staff regarding behaviour, both negative and positive following break and lunch times.

Parents may be asked to make alternative arrangements for their children during lunch-time, if their child is consistently disruptive.

8. NEEDS OF INDIVIDUAL PUPILS

We recognise that children’s difficult behaviour can be a symptom of sometimes complex underlying difficulties. Whilst wishing to maintain high standards of behaviour throughout the school, we recognise the need for kindness, sensitivity and empathy when tackling difficulties of this kind. We aim to tailor our responses to individual needs by employing a range of positive strategies, and of fundamental importance, by working in joint partnership with parents.

There may be occasions when we feel that there are Health and Safety considerations which require a child to be withdrawn from an activity. If this need arises parent/carers will be informed.

9. PROFESSIONAL DEVELOPMENT AND SUPPORT

- The Leadership Team will support staff across school.
- Training for staff, including midday staff, will be accessed as and when appropriate.
- Support services will be involved and will advise where appropriate.
- Staff meetings will address any concerns or issues on a regular basis.

10. MONITORING OF POLICY

- Logs are kept of behaviour / incidents by Midday staff, Teachers and the Head Teacher.
- Liaison with support services such as the Behaviour Support Team and Inclusion Support occur when necessary.
- Significant incidents will be shared with the chair of Governors on an informal basis.
- The Behaviour Policy will be reviewed every 4 years by the Governors.

Signed(Chair of Committee)

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