



Introduction

Our school is a community of pupils, teachers, teaching assistants, lunchtime supervisors, governors, parents and other adults. A community works best when there is mutual respect and agreed expectations that are applied consistently when all activities take place.

It is our aim that members of our school community feel valued and included, are respected and treated fairly. We are a caring community and we place value upon mutual trust and respect for all.

This policy is designed to outline our aims and practice in order to support all members of our school to live and work together in a positive environment.

We believe that:

- ❖ All adults should be positive role models in the way they treat children and other adults
- ❖ Children respond better to encouragement rather than punishment and so we place emphasis on praise and reward.
- ❖ Good behaviour needs to be taught – we develop pupil's understanding through our curriculum including PSHCE, and SEAL, Values Themes, Circle Time and School Council.
- ❖ All members of our school community have both rights and responsibilities.
- ❖ Working together with parents from an early stage encourages their support when dealing with unacceptable behaviour.

Aims of our behaviour policy

- ❖ To create an environment that promotes learning and achievement
- ❖ To promote an environment where everyone feels happy, safe and secure
- ❖ To promote respect and consideration for self, others and the environment
- ❖ To promote a Christian outlook on life.
- ❖ To promote pupils' self discipline and personal responsibility.
- ❖ To reinforce appropriate behaviour with praise and rewards.
- ❖ To make clear to pupils when behaviour is unacceptable, and the consequences of their actions
- ❖ To secure the support of all members of the school community

Rights and Responsibilities

All members of our School community have a **right** to:

- Work and learn in a happy and safe environment
- Speak, and be listened to
- Be treated fairly and with respect
- Have their belongings treated with respect

All members of our School community have a **responsibility** to:

- allow others to work and learn
- listen to others
- speak using only appropriate language
- treat others with respect
- respect other people's belongings
- look after the school environment

Roles

The creation of a happy, respectful, caring and safe positive working environment is everyone's responsibility at our school. *Everyone* has a role to play:

Class teachers and other adults in school are expected to :

- ❖ Set a good example in the way they treat others and actively model appropriate behaviour and conduct
- ❖ Have high expectations of pupils' behaviour and learning, and establish clear routines.
- ❖ Promote the aims of this policy through the curriculum using PSHCE and SEAL, Values themes, Circle time and other opportunities to foster self esteem, responsibility, cooperation and friendship skills.
- ❖ Treat each child fairly, and apply Golden and class rules, rewards and sanctions consistently.
- ❖ Communicate with parents, sharing positive information as well as advising immediately where there are concerns about a child's behaviour or welfare.

Children are expected to:

- ❖ Act as good role models to each other, setting good examples of behaviour.
- ❖ Be involved in establishing rules
- ❖ Follow the Golden Rules and class rules
- ❖ Accept responsibility for their behaviour -'own up'- and make amends when rules are broken.

Parents are expected to:

- ❖ Work with the school, and support the aims and practice within this policy
- ❖ Encourage their child to meet their rights and responsibilities outlined in this policy, in order to provide a consistent message about behaviour between home and school
- ❖ Communicate with the school, to ensure that school staff are aware of any issues that may affect their child's behaviour.
- ❖ Support the actions of the school where it has used reasonable sanctions to uphold behaviour and discipline. Any concerns should be raised with the class teacher first. The headteacher should be contacted if the concern remains. If this discussion does not resolve the matter, parents may use the school's formal complaints procedure.

The Headteacher is

- ❖ responsible for ensuring the implementation of this policy throughout the school, establishing an environment that encourages positive behaviour, discourages bullying and promotes equality.
- ❖ responsible for safeguarding the health, safety and welfare of all children in the school
- ❖ to support staff in the implementation of the policy.
- ❖ responsible for ensuring records of reported incidents of serious misbehaviour, bullying, racial abuse are kept
- ❖ responsible for giving fixed term exclusions to individual pupils for serious acts of misbehaviour, ensuring procedures as detailed in Norfolk guidance are followed, including notification of governors.
- ❖ to report to Governors on the effectiveness of the Behaviour Policy.

School Rules, Rewards and Sanctions

The purpose of the rules is to promote positive behaviour, so rules are phrased positively, and are limited in number, rather than being a long list. They cover behaviour in the classroom and around the school.

School Rules:

These support the rights of our school community, and are set of school rules established and agreed by pupils and staff. They are reviewed each year, displayed around the school, and referred to regularly. These are called our GOLDEN RULES.

Swearing, physical violence, deliberate damage, leaving the school site without permission, bullying and harassment are unacceptable.

Class Rules

At the start of each year the class teacher discusses and agrees a set of class rules for classroom behaviour and routines with the children.

Rewards

We place emphasis on praise and reward to encourage children to recognise and demonstrate good behaviour. It should always be made clear what the reward is for. Rewards should not be taken away once they have been earned- Any later incidents should be treated separately.

We praise and reward children in school in the following ways:

- ❖ The school operates a Team Points System. All children are given a Team Point Card. A child is awarded a team point for effort, attitude, achievement. The member of staff awarding the point signs the card to award a point, ensuring the child knows the reason.
- ❖ Once the child has 25points, a 1st Team point certificate is awarded. The certificate is awarded in Celebration Assembly. The children then work towards a 2nd, 3rd, 4th certificate and so on. 25 points more points are needed for each certificate. (eg 50points = 2nd team point certificate.)
- ❖ The children are in teams – Swans, Kingfishers, Herons- and the points that each child collects contribute to their team's total. The leading team is announced each week. This promotes collective as well as individual responsibility through 'team effort.'

- ❖ Through congratulation and praise by class teachers, teaching assistants, lunchtime supervisors and other adults in school. This can include sharing recognition with other members of the class/group, and parents at the end of the school day.
- ❖ Children may be asked to take work or explain to the headteacher about an excellent effort or achievement. When this happens children are entered into the Gold Book and a Gold Certificate is awarded in Celebration assembly.
- ❖ The Headteacher awards a weekly Superstar Certificate.
- ❖ Celebration assembly also acknowledges effort and /or achievement out of school- visits, events, tournaments, sports
- ❖ Attendance Certificates are awarded termly for 100% attendance. Gold(100%) Silver(99%) and Bronze(98%) certificates are awarded at the end of each school year where overall attendance is above 98%. The 'three mousekateers' are awarded to the class with the best weekly attendance.

Sanctions

Sanctions are more likely to promote positive behaviour if pupils see them as fair. Therefore staff :

- ❖ apply sanctions calmly, promptly, appropriate to the level of misbehaviour.
- ❖ make it clear that they are sanctioning the behaviour not the child.
- ❖ encourage pupils to reflect on the effects of misbehaviour on others in the school community, and give opportunities to put things right.

We use the following consequences when misbehaviour occurs.

- ❖ verbal/non verbal signal of disapproval
- ❖ reminders about rules and expectations of behaviour
- ❖ loss of privilege / playtime/ being moved away from others
- ❖ time out of the classroom for a short, specified time in another class
- ❖ a period of time with the Headteacher

Where a child reached the stage where he/she has time out in another class, an incident form will be completed and parents informed.

Sanctions during playtime and lunchtime- the child will be required to:

- ❖ change the activity if play is inappropriate
- ❖ to stay close to the supervisor for a set time.
- ❖ to have a period of 'time out' in the designated area (bench next to cherry class) to cool down
- ❖ report to a member of staff in the school
- ❖ to miss part or all of playtime

Where time out is given, the adult will explain why the time out has been given. The child is told how long the time is (never longer than 5 minutes). At the end of the given time, the adult then speaks to the child again, to ensure he/ she has understood what they have done wrong and what the expected behaviour is.

Exclusion

For the most serious or persistent misbehaviour, fixed term or permanent exclusion may be applied. In these circumstances, this is the responsibility of the Headteacher. Governors are informed, as well as parents who have the right to appeal (See Exclusion Document)

Harassment or bullying on the grounds of race, gender, disability, will not be tolerated. Lyng Church of England Primary School has clear procedures for recording such incidents, for reporting to governors, parents and carers, and supporting the victim. Further information can be found in our Anti-Bullying policy.

Further Support

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of caring school community, some pupils may from time to time require extra support to help manage their behaviour.

The school will support these pupils and work to pre-empt escalating behaviour problems.

A range of procedures are used to identify early those pupils most at risk.

These include:

- classroom strategies such as additional targets and reward systems to promote positive behaviour
- discussion with parents/carers where there are concerns about their child's behaviour
- setting up an Individual Plan with the child in consultation with parents with regular reviews

- a named adult to go to for 'cooling off' time.
- establishment of a pastoral support programme including working on specific skills with behaviour support staff
- referral systems with advice from the School Support Team and Parent Support Adviser
- Seeking advice and or intervention from local authority services where the school has links. Eg Community Support Officer, Children's services, Health.

Our school aims to support staff and parents in promoting positive behaviour. The school will seek identify areas where staff may require additional information, support or training. Parents are viewed as partners in ensuring the good behaviour of their child in school. We involve parents in the process by communicating our policy and expectations, and seek to provide parents with information about their child's behaviour that is positive, as well as advising at an early stage where we have concerns. Where parents require support in managing their child's behaviour, the school will aim to provide advice and guidance through the links with a range of agencies including Parent Support Adviser and Parenting programmes.

Physical Restraint and Intervention

Although very rarely required, school staff are permitted to use reasonable force to control a pupil in specific circumstances in order to protect the child or others from harm. Where staff predict this may be required for a pupil, an 'Individual Risk Plan' is implemented, and permission from parents is sought. Only those staff with up to date training in Steps (previously 'Team- teach')or equivalent will be permitted to physically protect a child/children. Parents are always advised when this action has been required.

Monitoring of the policy

The headteacher and governors monitor the implementation and effectiveness of the policy.

Records of incidents are kept in the school 'Incident Book' These are reviewed regularly to identify any patterns of behaviour or concerns about individuals/groups.

Incidents of Racial Abuse and Bullying are recorded and reported to governors and County.

Records of Exclusion (fixed term and permanent) are recorded and reported to Governors.

The Policy is reviewed annually. The children are involved in discussions about behaviour and the Golden Rules.

IN SUMMARY WE (staff, children, parents, governors)

Are guided by our aims and values

Are all role models

All treat each other fairly, with care and respect

Recognise we all have rights and accept our responsibilities

Have 'Golden Rules' across the school that everyone understands

Promote positive behaviour

Celebrate achievement

Have a set of agreed rewards and sanctions which are applied consistently by the adults in school

Make sure that incidents of physical or racial harm or bullying are reported to a teacher who will inform the Headteacher, so that a record can be kept.

Review our school policy and Golden rules annually.