



# Leighfield Primary School

## Positive Behaviour Policy

Adapted by the Advisory Board February 2017

**Leighfield Primary School**  
**Positive Behaviour Policy**

## **Philosophy**

All children and adults in our school community have a right to be safe and to carry out their work unimpeded. We believe that all children and adults in our school community have a responsibility for ensuring this happens and should consistently display the school values.

## **School Aims**

Leighfield Academy aims for children to

- ◆ Reach their full potential
- ◆ Develop a positive self-image
- ◆ Be responsible and make informed choices

We

- ◆ Provide a supportive and caring environment
- ◆ Promote high achievement
- ◆ Encourage independent learning

## **School Values and Learning Characteristics:**

<b>Resilience</b>	<b>Pride</b>	<b>Respect</b>
Independence Concentration Courage	Love of Learning Enthusiasm Optimism	Tolerance Teamwork Kindness

## **This policy will**

- Develop in children a sense of self-discipline and an acceptance of responsibility for their own actions;
- Create a school community based on mutual respect, in which effective learning can take place and where school life is enjoyable;
- Foster care and respect for the environment, for one's own property and for that of others.

These are achieved in the framework of a caring environment, in which children are encouraged to give their best, both in the classroom and out of it and are stimulated to fulfil their potential.

## **Leighfield Primary School Code of Conduct**

It is expected that everyone in the school community (children, staff, parents, carers and advisory board members) will embrace the school behaviour policy. Everyone should feel a personal responsibility for their contribution to the behavioural standards in the school.

## **Our School Rules**

- Always do your best
- Follow instructions straight away

- Show good manners at all times
- Care for everyone and everything

### **General Guidance for all Staff**

- Positive re-enforcement of good behaviour is more effective than negative punishments.
- Mass punishment for the bad behaviour of a few children sends out negative messages and is to be avoided. The individuals should be dealt with as appropriate.
- Use house points, stickers and certificates to acknowledge and re-enforce positive behaviour as well as academic achievement.
- A well-managed, well planned environment decreases potential for problems.
- Criticism should never damage self-esteem and censure should focus on the behaviour not the child. Children should be listened to and spoken to calmly. They should never be belittled.
- Teach behaviour as you teach other aspects of the curriculum. The PSHE and SEAL curriculum include behavioural elements.
- Keep the school rules in high profile.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
- It should not be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Headteacher or the Deputy Head when behaviour causes concern.

### **Lunchtime**

- School rules should be applied consistently and children reminded of them regularly. There is the same expectation for behaviour inside and outside of the classroom.
- Midday assistants will be responsible for recording any incidents and informing class teachers about any incidents and if any warnings had to be given.
- Children to be reminded that the playground is an extension of the classroom so all rewards/sanctions is similarly applied. See below:

<p>If a child displays red behaviour, they will be asked to have 10 minutes reflection in the playground.</p>	<p>If a child displays yellow behaviour, they will be asked to have 5 minutes reflection in the playground.</p>	<p>If a child's behaviour is noticed for playing nicely, being helpful, being a good friend or being respectful, they will be given a green card to take to their teacher for 1 hp.</p>
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All staff will maintain high expectations for good behaviour. They will apply the school policy consistently and set an example of calm, polite and friendly relationships.

### **Behaviour Ladder System**

These will be displayed in every classroom. They are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils.

### **GOLD - Outstanding learning behaviours/attitude**

Displays the school values consistently throughout the day!

- \* An excellent role model for others; consistently tries their very best and is resilient and independent; produces outstanding learning and always follows school rules and values.
- \* A great ambassador for Leighfield Primary School!

3hp awarded and a gold sticker at the end of the day 😊

### **SILVER - Good learning behaviours/attitude**

Displaying the school values

Is friendly and thinks of others; produces good learning consistently; asks to be challenged; shows some resilience and independence and follows all instructions, school rules, values well

2hp awarded and a gold sticker at the end of the day 😊

### **😊 GREEN - ALL CHILDREN START THE DAY WITH THEIR PHOTOGRAPH HERE**

**Displays the school values**

Is putting in lots of effort and works hard; is helpful to peers; is beginning to produce good learning; is starting to follow instructions, school rules and values

Aims to impress and is kind and polite.

### **YELLOW- Not following the school values**

Unacceptable behaviour

- \* Not showing respect for others
- \* Not listening and interrupting others
- \* Annoying others
- \* Not being tolerant of others
- \* Not taking pride in learning/environment
- \* Treating resources with disrespect
- \* Not following instructions

### **RED- Not following the school values consistently**

Unacceptable behaviour

- Escalation of poor behaviour (worked down the chart)
- Intentional harm to another person – adult or child
- Disrespecting / damaging others' property on purpose
- Bullying
- Swearing and use of extreme inappropriate language including racist, homophobic comments.

What will happen?

- \* Sanctions based on the behaviours and impact on staff & pupils
- \* Loss of lunchtime and opportunity to reflect on behaviour
- \* If persistent and dependent on the severity of the incident, parents to be contacted and meeting to be set up to meet with Head teacher and member of staff involved

At lunchtime all behaviours below green will be reset for the afternoon.

### **Class Exclusions**

If the behaviour resulting in moving to 'red' on the ladder persists or escalates, this will result in a class exclusion to a member of the Senior Leadership Team. In the event of a class exclusion, parents will be contacted.

**Housepoints:**

Every child belongs to a House which reflects our school values and learning characteristics.

<b>TEAM RESILIENCE</b>	<b>TEAM PRIDE</b>	<b>TEAM RESPECT</b>
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A House point can be awarded by staff for any element of good behaviour or good work.

In Reception Class they are awarded a Shiny, and these are added to the house point box at a later date.

One house point <b>(Pleasing)</b>	Showing effort when completing a piece of work (input) Displaying the learning behaviours Representing the school i.e. being picked for a team Staying on green in the ladder for the whole day
Two house points <b>(Impressive)</b>	Taking real pride in producing a piece of work (output) Representing the school voluntarily i.e. attending community events Ending the day on silver having not dropped any lower than green all day
Three house points <b>(Outstanding)</b>	Outstanding display of the learning behaviours Being a positive ambassador for the school, both inside and outside of school Achievement outside of school i.e. music certificates or sporting success Ending the day on gold having not dropped any lower than green all day
Five house points <b>(Exceptional)</b>	Exceptional achievement i.e. winning a tournament, inter-school competition. External praise given by members of public i.e. adults at school events or visitors at school

- Certificates are awarded for reaching particular milestones:  
50 House points – Bronze Certificate  
100 House points – Silver Certificate  
250 House points – Gold Certificate
- At the end of each term, each team will receive a reward dependent on whether they finished in 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> place. This reward will be agreed at the start of the term by all house and vice captains.

Celebration Assembly

- A 'Star of the Week' certificate will be awarded to child who is selected at random at the beginning of the week in class. The class teacher, peers and pupil will be able to share why they think they have displayed the right behaviour and attitude in school that week. This certificate will be sent home with the pupil on a Friday.
- Any special achievements both inside and outside school will be celebrated with the rest of the school. This might include sporting or music achievements.

- Teacher Celebration: The class teacher will collectively celebrate something that their class has done particularly well this week.
- All children achieving Gold on the behaviour ladder three times during the week, will stand up during assembly.
- House points will be shared and celebrated.

## **SEND**

A small minority of pupils who have particular behavioural needs require additional, personalised Behaviour Plans. Parents are contacted at this stage to discuss placement on the SEN register. The class teacher, SENCo, Headteacher, parents and child are involved in the writing and reviewing of Behaviour Plans, at least three times per year.

Strategies for managing the behaviour of these children might include:

- Specific Behaviour Targets
- Home-school books
- Individualised reward systems
- One to one support
- Involvement of outside agencies
- Regular contact with parents
- The use of calming down rooms
- Incident Logs to record behaviours and responses and analysis of patterns of behaviour

## **Physical Intervention**

A number of staff have been trained in Team Teach. This is a programme designed to help staff to calm children and diffuse difficult situations. It also trains staff to hold children safely if it becomes necessary. Our Policy on the Use of force to Restrain Pupils contains further details.

## **Exclusion**

We take the welfare of all those in school and the learning of our children very seriously and if little or no improvement in behaviour is shown despite a variety of interventions being in place, it may be necessary to consider further action. This may include exclusion.

A fixed term or permanent exclusion will be considered where:

- Behaviour is consistently unacceptable and impacting detrimentally on the welfare or safety of others, despite the above strategies being implemented.
- There has been a serious incident and the pupil remaining in school would impact detrimentally on the welfare or safety of others.

Appendix A Sample Letter

3<sup>rd</sup> December 20--

Dear .....

I am sorry to have to report that ..... has been on Red on the behaviour ladder \_\_\_\_ times this week.

.....has discussed his/her behaviour with us and has been able to say how s/he will make better choices in the future. Please support us in discussing this matter with ..... at home.

Yours sincerely

Mrs S. Eaton  
Interim Head of School