



Longford
C of E Primary School

Behaviour Policy

Document Title	Behaviour Policy
Lead Officer:	Headteacher
Approving Body:	Longford Board of Governors
Review Date:	Annually (and whenever change is required)
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Indicate whether the document is for public access or internal access only <i>(Strikethrough text, as appropriate)</i>	Public Access – PDF copy to be posted on School website Internal Access Only copy to be held on School PC <i>A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors</i>
Indicate which legislation or statutory guidance document requires this Policy	
Summary/Description:	
<p>Each child will be encouraged to develop the skills, values and attitudes that enable him/her to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.</p> <p>This policy aims to provide a safe and happy environment for all; encourage good manners and positive behaviour; ensure that everyone knows what is expected of them; promote self-esteem, mutual respect, independence and an awareness of the difference between right and wrong and create an atmosphere in which everyone feels valued.</p>	

Behaviour Policy

1. Each child will be encouraged to develop the skills, values and attitudes that enable him/her to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.

1.2 Aims

- To provide a safe and happy environment
- To encourage good manners and positive behaviour
- To ensure that everyone knows what is expected of them
- To promote self-esteem, mutual respect, independence and an awareness of the difference between right and wrong
- To create an atmosphere in which everyone feels valued

1.3 Code of Conduct

It is important that children understand what behaviour is acceptable and how that will be encouraged. This will be discussed by staff and children and a set of Rights and Responsibilities will be agreed. These will be clearly displayed around the school. By identifying and rewarding positive behaviour we aim to effectively promote and reinforce it.

2. Behaviour bands

At Longford CE VC Primary School we use colour bands to define different types of behaviour and the associated rewards or sanctions. There are six colour bands of behaviour.

Gold behaviour is exemplary behaviour that always allows everyone to learn and always keeps everyone safe. It is for pupils that model positive behaviour choices to others and use their 'learning powers'. Praise and rewards will be given by any member staff.

Silver behaviour is consistently positive behaviour that enables everyone to learn and keeps everyone safe. Praise and rewards will be given by any member staff.

Green behaviour is positive behaviour that enables everyone to learn and keeps everyone safe. Praise and rewards will be given by any member staff.

Yellow behaviour is often low-level disruptive behaviour that stops others from being able to learn. This will be dealt with by the class teacher.

Orange behaviour is deliberate acts that hurt others or break the school rules. This will usually be dealt with by the class teacher.

Red behaviour are serious incidents that cause deliberate harm to others or put others at risk. This will be dealt with by the headteacher. See the Behavior Policy Guidance for details of behaviour and rewards or sanctions.

2.2 Positive Behaviour

Positive behaviour is always encouraged to enable successful learning for all. Behaviour we encourage includes:

- Listening in class
- Walking quietly inside the school
- Following the instructions of an adult promptly
- Respecting property of the school and others
- Being kind to others
- Being helpful to staff or other children
- Speaking respectfully to adults
- Trying to learn
- Being polite
- Allowing others to learn
- Sharing ideas with others
- Participating in the learning

(See Rights and Responsibilities in Behaviour Policy Guidance)

2.3 Unacceptable behaviour

When unacceptable behaviour occurs there is a clear procedure for ensuring a child knows the consequences of their actions. In most cases the child will receive at least one verbal reminder of what the appropriate behaviour should be and given the opportunity to correct it. Sanctions for inappropriate behaviour will be in line with our policy, as detailed below. However, there may be occasions when sanctions will be at the discretion of the headteacher.

There are three colour bands to describe unacceptable behaviour. These are 'yellow', 'orange' and 'red'. Each band has its own sanctions. (Refer to the Behaviour Policy guidance.)

Behaviour that is unacceptable includes (but is not limited to):

- Deliberately hurting someone
- Name calling or using unkind words
- Racial abuse
- Swearing or using offensive language
- Theft
- Damage to property
- Interrupting the learning of others
- Failure to follow instructions when asked to do so
- Bullying
- Putting others at risk of harm

Refer to Behaviour Policy Guidance for sanctions.

2.4 Exclusion

Persistent poor behaviour, aggressive or violent behaviour will be dealt with by the headteacher. The decision to exclude a child is considered carefully. It may be a fixed term exclusion or in very serious cases, a permanent exclusion.

If a child is excluded the parents will be contacted and a letter sent home. The parents have the right to make representations about this decision to the Governing Body. If they wish to make representations they need to contact the Chair of Governors at Longford CE VC Primary School as soon as possible. Whilst the governing body has no power to directly reinstate, they must consider any representations made to them and may place a copy of their findings on the child's school record. A copy of the letter will be kept with the child's records. A fixed period or permanent Exclusion form will be completed and sent to the Exclusions Officer at the Local Authority.

3. Responsibilities

3.1 Role of the child

- To accept their Rights and Responsibilities
- To report any incidents that they consider to be unsafe to an adult
- To report any incident where they feel unhappy to an adult
- To reflect on their behaviour to ensure that they are always doing their best

3.2 Role of the staff

- To be positive role models, demonstrating good behaviour
- To maintain a positive learning environment with high expectations
- To treat all children fairly
- To recognise and reward children's efforts
- To maintain discipline within the school setting both in and outside class by using rewards and sanctions as outlined in the Behaviour Policy Guidance
- To be consistent in following the school policy and guidelines
- To give children time to reflect on their actions and behaviour
- To discuss any problems at staff and MDSA meetings
- To attend training (where necessary) to enable them to manage behaviour effectively

3.3 Role of the Parent/Guardian

- To support the school Behaviour Policy
- To encourage their child to make the right choices and accept their Rights and Responsibilities
- To inform the school if they believe their child has been the victim of any unacceptable behaviour

4. Equal Opportunities and Children with Special Needs and Disabilities

For children with special behavioural needs, additional rewards and sanctions may be used. These will be discussed and agreed with the child, parents/carers and class teacher. They will be closely monitored and reviewed regularly.

5. Monitoring and Review

At the beginning of the school year the staff and children discuss and review the school's Rights and Responsibilities.

Rewards and sanctions shall be determined by the whole staff and displayed in each classroom as a visual reminder to the children. They may be subject to alteration and amendment from time to time as deemed appropriate and the children will be informed of those changes.

The headteacher will be responsible for monitoring the implementation of this policy and reporting to the Governing Body on its effectiveness.

Reviewed: May 2021

Date.....

Signed:.....**(Chair of Governors)**

Behaviour Policy Guidance

1. Code of conduct

Children will be encouraged to manage their own behaviour by:

- Taking responsibility for themselves, each other and their environment
- Feeling positive about themselves by celebrating achievements
- Making appropriate choices and decisions
- Developing relationships through work and play
- Developing life skills

2. Rights and Responsibilities

Teachers will share the Rights and Responsibilities with the children as part of the daily routine and curriculum. It will be explored in greater depth during circle time, PSHE, SEAL and RE. It will be a focus in Collective Worship and referred to throughout the year.

The Rights and Responsibilities will be displayed in every classroom and around the school. They apply to all members of the school community.

Right	Responsibilities
1. To be safe	<ul style="list-style-type: none">• To walk around the school• To sit sensibly• To be gentle• To be aware of your surroundings• To play in the correct outdoor areas• To look after our property
2. To learn	<ul style="list-style-type: none">• To stay in my learning zone• To listen and let others listen• To be considerate• To respectfully ask for help• To persevere• To be ready
3. To be happy	<ul style="list-style-type: none">• To be kind and friendly• To think of others' feelings• To be positive - 'can do'• To be helpful• To take turns

	<ul style="list-style-type: none"> • To share
4. To hear and be heard	<ul style="list-style-type: none"> • To listen • To look at the speaker • To share my ideas at the right time • To wait my turn • To give others time to take their turn • To be polite and respectful
5. To be myself	<ul style="list-style-type: none"> • To accept that we are all different • To be proud of my achievements • To understand the needs of others • To be happy to be me!

3. Positive behaviour rewards

There will be rewards for positive (gold, silver and green) behaviour. These will include:

EXAMPLES OF BEHAVIOUR	POSSIBLE REWARDS AND CONSEQUENCES
<ul style="list-style-type: none"> • always being polite • always focussing on my learning • always thinking of others • always working well with others • always using my learning powers 	<ul style="list-style-type: none"> • Certificates • Team points • House points • Golden Time • Recognition Board
<ul style="list-style-type: none"> • being considerate towards others • persevering with the whole task • working well with others • using one or more learning powers • being a good role model to others 	<ul style="list-style-type: none"> • Certificates • Team points • House points • Golden Time • Moving up to gold smiley face • Positive communication with home • Recognition Board
<ul style="list-style-type: none"> • being safe • collaborating • cooperating • allowing others to learn • trying to learn • listening to instructions • telling the truth 	<ul style="list-style-type: none"> • Verbal praise or signal e.g. smile, thumbs up • Moving up to silver or gold smiley face • Certificates • Team points • House points • Golden Time • Positive communication with home

It is the responsibility of **all** staff to recognise and reward positive behaviour.

3.1 House Points

When children are awarded a stamp or equivalent class reward this is matched by a housepoint. The children belong to either Avon, Castle or Spire House Groups. The house groups encourage a sense of belonging and responsibility towards each other.

3.2 Golden Time

Golden Time takes place on Friday afternoon from 2:30pm in every class. It is a reward time for children who behave appropriately throughout the week. It is not an opportunity for teachers to hear children read or for children to catch up on work from earlier in the week. Golden Time can be withdrawn in small chunks of 5 minutes for inappropriate behaviour during the week. The class teacher must keep a record of this. (see *Inappropriate behaviour consequences and sanctions* below)

4. Inappropriate behaviour consequences and sanctions

There will be consequences for unacceptable behaviour. These will reflect the nature of the inappropriate behaviour. The three bands of inappropriate behaviour are detailed below.

Examples of behaviour	Rewards and sanctions
<ul style="list-style-type: none"> • Shouting out • Answering back • Getting out of seat unnecessarily • Not responding to instructions • Pushing • Running in inappropriate places • Making noises to disrupt the teaching / learning • Rocking on a chair • Interfering with others or work or equipment • Deliberately distracting others • Talking when not supposed to • Chewing [gum, paper...] • Telling lies • Refusing to remove inappropriate jewellery and/or clothing • Dropping litter in school • Bringing inappropriate items into school 	<p style="text-align: center;"><u>Dealt with by class teacher and letter sent home to parents</u></p> <ul style="list-style-type: none"> • 2 warnings - verbal, name card moved down to amber then red face with each warning • 3 x 'yellow band' behaviours in one day = age appropriate TIME OUT at next playtime/lunchtime - parents informed at the end of the day. • 3 x TIMEOUT in a week period = loss of 15 minutes golden time on Friday • A behaviour log is started by class teacher to record incidents and triggers
<ul style="list-style-type: none"> • Deliberately breaking equipment belonging to the school or others • Defying instructions • Hitting/kicking • Pushing with intent to harm • Spitting • Stealing • Damage to school property • Throwing stones/ items • Continued disruption in class • Misuse of school property • Swearing 	<p style="text-align: center;"><u>Dealt with by class teacher and letter sent home to parents</u></p> <ul style="list-style-type: none"> • Parents informed at the end of the day– lunchtime detention at next available lunchtime • 2 or more 'orange band' behaviours in a week = Loss of golden time on Friday • If persistent – a behaviour log is started and shared with parents • IBP (Individual Behaviour Plan) may be created with pupil, parent and SENCO • Recorded on CPOMS
<ul style="list-style-type: none"> • Fighting – persistent or more serious/ acts of aggression 	<p style="text-align: center;"><u>Dealt with by headteacher</u></p>

<ul style="list-style-type: none"> • Assault on staff • Severely disruptive • Verbally abusive (to other children/adults) • Sexually abusive (to other children/adults) • Racially abusive (to other children/adults) • Persistent harassment/bullying of other children • E-bullying (inappropriate use of email)/texting/internet messaging • Placing other children and adults at risk • Other serious offences 	<ul style="list-style-type: none"> • Immediately sent to HT • Parents asked to come into school or contacted by telephone/letter • The behaviour log/IBP is started/continued and reviewed by the class teacher, child and SENCO • These instances may result in a one day exclusion (or more) and loss of social privileges or a longer fixed term or permanent exclusion • Recorded on CPOMS
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4.1 Isolation

Isolation may be used for a short period to allow the child to calm down before returning to class. Any child in isolation must be supervised.

Longer periods of isolation may be used after parents have been informed, to allow children to attend school but be educated separately from their peers.

4.2 Exclusions

These are at the discretion of the headteacher. The headteacher will make a decision based on the seriousness and nature of the incident(s) and meet directly with the child's parents. It is important that all incidents are recorded to ensure a complete picture can be established.

5. Reporting of incidents

5.1 If an incident occurs where a child is hurt, or the actions of a child endangers themselves or others, an incident report will be made (usually orange or red band behaviours) The incident report must be made the same day. Children must be given the opportunity to record their knowledge of the incident on the same day (think sheet). If appropriate, the report is referred to the headteacher or teacher in charge to take action in accordance with the school Behaviour Policy.

Parents of both the child who has been injured and the child who has caused the injury will be informed by their class teacher. The staff member recording the incident will indicate on the form which sanction was used. For 'orange' and 'red' band behaviours a letter will be sent from the headteacher to the parents of the child receiving the sanction.

The headteacher will record all incidents on SIMS to enable these to be tracked. All records of incidents and think sheets will be kept in class behaviour files and will be monitored by the headteacher.

5.2 Incident sheet

This is used to record persistent disruptive behaviour (yellow band) or more serious incidents where a child is hurt or the actions of a child endanger themselves or others. The incident sheet **must be completed on the day of the incident** by the adult who dealt with the behaviour. Incident sheets must be photocopied with a copy sent to the child's parents and a copy placed in the class 'Behaviour File'.

Incident sheet

Name of child involved in the incident			
Name of child who has caused the incident			
Date, time and place of incident			
Reported by		Reported to	
Description of the incident			
Sanction given <input type="checkbox"/> loss of playtime minutes <input type="checkbox"/> lunchtime detention <input type="checkbox"/> loss of golden time minutes <input type="checkbox"/> timeout from classroom <input type="checkbox"/> taken to headteacher			
My signature:		My Teacher's/TA's signature:	

5.3 Think sheet

When an incident occurs, the child is given the opportunity to reflect on the choices that they have made and the consequences of their actions. The Think Sheet should be **completed by the child** at the earliest opportunity. It must be completed **on the day of the incident**. It will usually be appropriate for the child to complete their Think Sheet during their 'timeout'.

When the Think Sheet has been completed, this should be discussed with the child by the member of staff that has dealt with the behaviour and issued the sanction. The Think Sheet must be photocopied, a copy will go home with the child and a copy will be placed in the class Behaviour File with the Incident Sheet.

Think sheet

Name: _____ Date: _____

I was not: (✓ all that apply)

- Following Rules Being Respectful Being Safe
 Listening Following Directions Being Cooperative
 Being Responsible
 Other: _____

What did I choose to do?	
Why did I make this choice?	
Who did I bother or disrespect?	
Two things I could have done instead:	
My signature:	My Teacher's/TA's signature:

5.4 Behaviour logs

A Behaviour Log will be started for any child that consistently disrupts others' learning or has 3 or more incidents in one week. The log will record the date and time of any incidents, along with the nature of the incident. The purpose of the behaviour log is to determine any triggers for the child's disruptive behaviour and enable the school to offer appropriate support to the child. Behaviour logs will be monitored by the headteacher and SENCO. Incidents may be recorded on CPOMS where appropriate.

Date	Time	Brief description of incident	Sanction	Trigger?

6. Outdoor Behaviour

Behaviour at playtimes and lunchtimes will be managed by the staff who are supervising the pupils e.g. lunchtime supervisors. Any incidents that occur will be reported back to the child's class teacher at the end of playtime or lunchtime. It is the class teacher's responsibility to report any incidents to the child's parents at the end of the day. (See *reporting incidents* above)

The behaviour 'rules', rewards and sanctions were discussed by the School Council members and agreed by the headteacher. They are in 'child friendly' language and will be displayed outside.

6.1 Playground and lunchtime behaviour

- Only use the climbing frame when it is dry
- Play with the football in the football zone
- Ride on the bikes and scooters in the bikes and scooters zone
- Put the equipment away carefully at the end of playtime
- Listen to instructions
- Be honest
- Put any rubbish in the bin
- Use kind hands and feet
- Use kind words

6.2 Rewards and sanctions

- When I make the right choices I can earn merit points/ dojos
- The best table at lunchtime may earn extra playtime
- If I make the wrong choice I will be given the chance to put it right.
- If I make the wrong choice again, I will have timeout on the bench.
- If I deliberately hurt somebody I will miss the rest of my playtime.

7. Class Behaviour File

The class teacher will track all rewards and sanctions given within that class. It is the class teacher's responsibility to ensure that the Behaviour File, and where appropriate CPOMS, is maintained and kept up-to-date.

7.1 Recording incidents

All Incident Sheets and Think Sheets **must be photocopied** before they are sent home to the parent/guardian. All incident and think sheets will be kept in the class behaviour file within a separate section for each child.

A record sheet will be completed at the front of the Behaviour File to show who has an incident and think sheet, together with the date it was completed. It will also indicate that the parent/guardian has been informed.

Date	Name of child	Incident Sheet? ✓	Think Sheet? ✓	Parent informed? ✓

7.2 Monitoring

The file will be monitored by the headteacher and/or SENCO at least once every half term to determine the success and implementation of the Behaviour Policy and any IBPs in place.

The headteacher will monitor the use of rewards and sanctions as well as their consistent use across the school. This will be used to support and review or amendment to the Behaviour Policy. The headteacher will also use the Behaviour File to ensure that records held on SIMS are accurate and up to date.

The SENCO will use the Behaviour File to determine if any child is in need of additional support and how this might be achieved. If any child has an Individual Behaviour Plan (IBP) this should be kept in the class Behaviour File so that its implementation can be monitored and reviewed.

Annex A: Behaviour principles -Covid

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, this annex has been added to the behaviour policy. Behaviour policy changes will be communicated to pupils, parents and staff.

Children need to follow new instructions as listed below:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate
- Senco and teacher liaison with parents where managing children with challenging behaviour-social distancing requirements and limited staff availability may mean it will be more sensible for such children to work from home. The headteacher may request parents to take children home if the situation is unworkable or unsafe.

