

Les Landes School

Positive Behaviour Policy



UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

INTRODUCTION

We want all children and their families to feel welcome and involved at Les Landes. We are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to be the best they can be in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened.

Because we see education as a partnership between home and school, we have written this policy so that all of us - teachers, parents, carers, pupils, can work together to improve behaviour, attitude and standards of work. Good behaviour and effective discipline are essential if effective teaching and learning is to take place.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed.

AIMS FOR BEHAVIOUR AT LES LANDES

- To teach children to think about their behaviour and to learn self control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their rights, property, beliefs and feelings...essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

PROMOTING GOOD BEHAVIOUR

The PSHE Curriculum and Circle Time

These sessions allow staff to discuss good behaviour and positive attitudes on a weekly basis. The structure of this enables us to embrace continuity and plan for progression. Areas we focus on include:

- Developing self-esteem, confidence, independence, responsibility and making the most of their abilities
- Developing good relationships and respecting the differences between people
- Developing healthy lifestyle and keeping themselves and others safe
- Developing knowledge and understanding about being informed citizens, including a sense of justice, through active

Learning Skills

We aim to develop important values by incorporating a theme/topic from the JIGSAW PSHE resource. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. Every two weeks, during whole school assembly, the Headteacher introduces a new Learning Skill. House points are given to children who demonstrate the skill.

RULES AND EXPECTATIONS

We have rules to make the school a fair and safe place for all children. We try not to have too many and to explain those we do have to the children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. All classes begin the year agreeing a code of conduct for their classroom, a class contract; the following rules apply to the whole school community.

- We are Kind, Helpful and Polite
- We Listen
- We Work Hard
- We are Honest
- We Look After Property
- We Are Gentle

REWARDS AND SANCTIONS

Rewards

Most children at Les Landes behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by

praise. In addition to class teacher praise we also reward by giving a house point, and adding a pebble into the House jar. Children earn a pebble by '*standing out from the crowd and doing the right thing*'. Specific observable behaviours which might be acknowledged include:

- Trying your best
- Persevering
- Being honest
- Appearance and uniform
- Being helpful
- Being organized
- Walking inside
- Demonstrating the Learning Skill
- Being a good friend
- Collaborating
- Being polite
- Helping others

If children go '*above and beyond*' or '*go the extra mile*' they may be awarded a Super Pebble, worth five house points. This might be for achieving a long standing target, researching a project at home or demonstrating a level of perseverance that is noteworthy.

In addition to pebbles, we reward in the following ways

- Showing work to other staff or the Headteacher, or simply going to see them for extra praise.
- Showing their work in assembly;
- Being given 'special jobs' or responsibilities e.g. helping staff
- Members of staff letting parents know how pleased we are.

It is very hard to get rewards right; some children are always good, produce high quality work and behave well and do not need these incentives as they have self-discipline and motivation. We try to give this special attention too. Our main aim is however to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

Sanctions

The vast majority of children respond to a friendly warning. For those children who find it hard to behave or who consistently challenge our rules, we have a framework of sanctions.

The following list of sanctions are not in order - we respond to each incident as an individual case considering factors such as past behavior:

For Disruption in Class

- Friendly warning
- Verbal warning
- Asked to work in another part of the classroom;
- Asked to sit by themselves or outside the classroom with a five minute timer
- Asked to go to another class with a five minute timer
- Asked to work in another class until the end of the session
- Asked to go to the Key Stage Manager
- Withdrawal of privileges such as after school clubs, sitting on benches in assembly, football matches, trips.

Use of inappropriate language

- 24 hours removal from playground
- Removed from class for the remainder of the session

Where possible children will complete the learning they are missing but where support would have been needed and is not available, independent activities will be provided. If a child leaves the learning area the consequence is that missed learning time will be replaced in playtime.

For Inappropriate Behaviour at Playtime

The warning and time out sanctions apply to playground behaviour too, with the school rules making behavioural expectations explicit. Children are often sent in to discuss what has happened with a senior member of staff. This may result in then missing some playtime. We place great emphasis on talking things through, hearing everyone's version of events and reconciliation. Typical responses to inappropriate behaviour include:

- Friendly warning
- Verbal warning
- Time out on the edge of the playground with a five minute timer
- Missing a subsequent playtime
- Missing lunchtime play
- Informing parents

More Serious Behaviour Concerns

- If a child hurts another child or a member of staff in class time with intent, or causes significant damage to property, there will be an investigation in the first instance. Consequences may include working outside the class base for that session, or the next

session depending on the time of the incident.

- If a child hurts another in the playground, removal from the playground for an agreed amount of time is the consequence.

After Time Out

- The child will be involved in a debrief discussion
- Parents will be informed by class teacher in the first instance
- The child should clear up any mess / damage
- The child should apologise to the child or adult that they have hurt or threatened
- The adult should reflect on the incident to identify possible triggers or patterns
- Accident forms for injuries or near misses should be completed as appropriate
- Brief notes should be added to CMIS

Repeated Inappropriate Behaviour

If inappropriate behaviour is repeated and there is little evidence that the child is responding then the following steps may be taken:

- A meeting will be arranged involving the class teacher, Headteacher and parents.
- The school will closely monitor and analyse the behaviour to identify triggers and patterns
- The SENCO may become involved if an Individual Behaviour Plan is put in place
- Outside agencies may become involved to support staff and children with effective strategies

Sudden or uncontrolled behaviour is very rare, and should be avoided through a proactive, rather than a reactive approach. In this situation, the Headteacher should be called and the parents informed immediately that the child has been removed from class. Use of restraint is not used unless the child is a significant danger to themselves or others. Two members of staff are trained in physical restraint techniques.

In cases of extremely poor behaviour or if there are no responses to all our previous strategies, children may be excluded from school. This is in accordance with the DfE Suspension Policy. Any type of exclusion is made known to the DfE and it is recorded in the child's file, which goes on to secondary school. Parents have the right to appeal against an exclusion.

We will also exclude children from outings if this is where the problem lies.

It is our job to support children's good behaviour in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school.

Children with Specific Needs

Some children with very specific difficulties find it hard to behave appropriately. If a child's behaviour gives cause for serious concern we can give additional support in school to try to support. We can also, but only with the agreement of parents, seek the assistance of, for example, the Behaviour Support Team or the Educational Psychologist.

MONITORING AND REVIEW

In addition to observations carried out and recorded in the consultation notes and reports, teachers maintain careful records of observed behaviours that cause concern. These records assist in evaluating procedures and in communicating with the child, other member of staff, parents and outside agencies.

This policy should be read in conjunction with the Counter Bullying Policy 2018 and the Equal Opportunities Policy 2018

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