



# Good Behaviour Policy

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LONDON MEED PRIMARY SCHOOL

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LONDON MEED PRIMARY SCHOOL | REVIEWED 9<sup>th</sup> JUNE 2017 BY STAFF, PUPILS AND GOVERNORS

## Statement

At London Meed Primary School the behaviour of everyone in the school is influenced by our Statement.

***London Meed is a learning community that cares for and values everyone, where creativity, challenge and high expectations lead to enjoyment and success for all.***

To fulfil this need effectively we have a Good Behaviour Policy.

### Aims of this Policy

- ◆ To have a consistent approach to behaviour agreed across the whole school community.
- ◆ To encourage a calm and purposeful atmosphere and learning environment.
- ◆ To ensure all pupils feel safe and secure.
- ◆ To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- ◆ To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour.
- ◆ To encourage increasing independence and self-regulation so that each member of the school community learns to accept responsibility for his/her own learning and behaviour

## **We are a UNICEF Rights Respecting School.**

- We make clear our expectations of good behaviour
- We promote mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set, through our example, standards of behaviour
- We praise good behaviour both publicly and privately
- We teach children about their rights and their responsibilities.

### **Rights and Responsibilities for teachers**

All teachers and pupils are individuals. However, teachers are adults and pupils are children; teachers have a responsibility to teach them to be responsible members of the community.

Teachers take their role very seriously. Their primary concern is that pupils learn as much as possible to equip them for their lives.

To do this will sometimes mean managing pupil behaviour and taking decisions that will affect them. It is the teacher's responsibility to ensure that there is a secure and purposeful atmosphere in class. Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

Teachers have the responsibility to use this policy to maintain appropriate behaviour amongst pupils in a way that is fair, firm and consistent for different pupils in different classes.

### **Rights and Responsibilities in School**

The school expects every member of the school community to behave in a responsible and considerate way towards each other. We expect all members of the school community to be treated fairly and to apply this behaviour policy in a consistent way.

Good behaviour should be constantly expected but also acknowledged. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that guidance is followed. The way we teach and use body language has a great effect on the behaviour choices children make. We know that our stance, expression, voice, hands, eyes and language used as adults can make the difference between willing compliance and poor pupil choices in behaviour.

## **Setting Expectations in Behaviour**

### **Golden Rules**

The whole school, children and adults work towards upholding the school's Golden Rules;

- Be kind and gentle
- Listen when others are talking
- Tell the truth
- Do our best
- Be polite and helpful
- Look after our own and other people's property

### **In the Classroom**

At the start of each year each class will discuss and establish a class charter linking their rights and their responsibilities (see 'Supporting each other' below). This is based on the articles of the UNICEF Convention on the Rights of the Child. The rules will be *positive* not negative instruction, be age appropriate and make reference to:

- Working to the best of our ability / using our talents
- Respecting others
- Listening to others
- Staying safe

Positive language will be used to promote desired behaviours. A resulting class charter will be clearly displayed in classrooms and directly affect attitudes towards the behaviour of everyone in the classroom, pupil and teacher alike.

## **We use Positive Classroom Behaviour Management to Encourage Appropriate Behaviour**

We believe that children respond best to praise and encouragement. We will ensure that we make firm, fair and consistent use of positive behaviour management procedures. We will try to praise the behaviour of children doing the right thing rather than criticise the behaviour of those who are doing the wrong thing. If we do need to address a pupil directly about their behaviour we make sure that we are clear exactly what behaviour is causing difficulty and then censure the behaviour not the pupil.

If we have established a positive relationship with the pupil/s and are enthused and expectant then so will most pupils. We look to:

- find opportunities to praise and reinforce behaviour you want to see more of
- create opportunities to use proximity praise
- have clear routines for transitions and for stopping the class
- create opportunities for additional responsibilities e.g. taking a message/register
- if appropriate tactically ignore minor and/or secondary behaviours
- offer clear choices and consequences
- hold regular circle times/ pastoral group discussions

We set clear boundaries and expectations in all lessons. Prevention is better than cure. Well planned lessons, careful seating and high expectations all go a long way to preclude challenging pupil behaviour.

## **Celebrating Achievement and Appropriate Behaviour**

Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-regulation.

### **Reward Schemes**

#### **Yellow Certificates**

Within each classroom individual children's achievements are recognised in weekly Yellow Certificates. One member of each class will be nominated weekly for excellence within a particular focus of writing/behaviour etc. They will be brought to the front of the whole school assembly to be congratulated.

#### **House Points**

Pupils are in one of four school houses: Arundel, Bramber Hastings or Lewes. Points are given for good behaviour, manners and work. These are put onto the House Chart in the classroom. At the end of the week the house with the highest number of points for that week receives a reward.

Other informal systems are used to reinforce positive behaviour throughout the school. These may include team of the week or points etc.

## Playground Support for Pupils

- **Friendship Stops:** If pupils feel lonely or worried in the playground at lunchtime or playtimes then they are asked to wait at an area identified as the '**Friendship Stop**'. There are Friendship Stops in both playgrounds for those children who wish to have the support of others.
- **Peer Mediators** We have volunteer Peer Mediators in both playgrounds who are available to help solve children's disputes/arguments. We also have a lunch club for those children who may struggle with the dynamic atmosphere of extended playtimes.
- **Quiet Area:** During playtimes the outdoor classroom is a designated '**quiet area**' in the KS2 playground. All pupils there to respect this area and the needs of the other pupils choosing to use it. If necessary staff on duty should reinforce this.

**Self-help:** There are self-help strategies pupils can use to manage a potentially awkward situation

1. Say firmly but politely "I don't like it when you do that – please stop". (It's a good idea to look the person directly in the eye when you say this and walk away from the situation after you have delivered this message). At this point you may need to tell an adult straight away depending on how serious the incident is.
2. If the problem continues – repeat your request but this time tell them you will be seeking adult help, e.g. "I've asked you to stop – now I'm going to tell an adult".
3. Tell an adult in school.

Any unacceptable lunchtime behaviour will be addressed by the Mid-day meal supervisors. If persistent disruption occurs then pupils will be given a 5 minutes time-out. If it is more serious or is repeated the MDMS will liaise with the Class Teacher and if appropriate a **blue slip** will be filled in and handed to Leadership for triage.

## Dealing with Inappropriate Behaviour

All pupils should be aware of behaviour expectations in school (see above).

**Visual Display in Early Years, Year One and Year Two:** *Sun and Rainbow*

In Year Reception, Year One and Year Two a display of Sun, Cloud and Dark Cloud is used. If pupils maintain exceptional behaviour their name may be moved to the Rainbow.




**All** children start each new day with their names on the Sun display.

If a child acts or misbehaves negatively, they are reminded of what is appropriate (see examples of reminders). For a second negative behaviour they receive a warning. If it happens a third time, they go onto the cloud. If there is a repeat of similar behaviours

the procedure is repeated, this time with the pupil moving onto the dark cloud. Pupil names are moved back towards the sun again when they show positive behaviour.

If a child is persistently on the cloudy side, there may be discussion with the parent.

### **Visual Display in Key Stage Two: *Traffic Light Display***

In Year 3 and above a traffic light display of    is used. If pupils maintain exceptional behaviour their name may be moved upward.

**All** pupil names start each day on Green. We would like all pupils to remain on green.

If there is persistent low level misbehaviour pupils can be reminded of what is appropriate (see positive redirection tactics below). If there is a repeat the pupil receives a warning that a third example will result in moving down a colour. If it is repeated a third time then the pupil is asked to move their name down a colour from green to amber, or amber to red. Charts should therefore be accessible to pupils.

### **Movement and Progression on the Behaviour Visual Display**

The reason for the good behaviour reminders and warning is to ensure that pupils understand what their mistakes are. The movement of a pupil's name on the visual display for behaviour can be both ways.

At each of these stages a consistent positive change in pupil behaviour will result in acknowledgement that a pupil's behaviour is now at an expected level. This in turn will result in a pupil's name being moved back up the traffic lights display. At every stage on the visual display we will encourage a pupil to get their behaviour back on track. Some examples of positive redirection tactics:

- Tactical ignoring: for a short period of time.
- Tactical pausing: pause, emphasises attention and focus.
- Non-verbal cueing: a clear, discussed cue that gives message.
- Name reminder/ Integrate name into teacher talk.
- Proximity praise: praising another pupil without drawing attention to negative behaviour.
- Behavioural direction: Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Be clear about what constitutes unacceptable behaviour; referring regularly to the classroom charter
- Now ... then or When ..... then ....  
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement: partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record: 'I would like you to..... The rule is.....'
- Direct questions: 'What', 'when' 'how' rather than 'why' 'are you'.

**Differentiation:** in the same way as with all learning, some pupils may not 'get' good behaviour at first. Therefore we have built into this Policy enough flexibility that it can be fair and effective. The use of positive redirection tactics is essential in such cases (see above for examples). Some pupils will need more or less ostentatious, obvious or unambiguous reminders and scaffolding than others: adult support can often distract, redirect and put the pupil back on track without sanction. This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Class-based Sanctions**

Sanctions may be put into place when pupils find their names on red/ dark cloud. All pupils at this stage should be given five minutes to reflect upon their behaviour at a quiet workstation in their classroom. Successful completion of this Time Out should in due course provide a return to amber. However if the behaviour continues despite reminders of sanctions to follow, continued difficulties will trigger a time out in a paired class.

Other sanction will be at the discretion of the teacher but will involve a meaningful activity e.g. loss of privileges, or loss of break time to catch up with the work. In such situations the teacher will remain in the classroom with the pupil. Any penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

If behaviour continues to deteriorate and the pupil is not responsive to class procedures then the Inclusion Leader should be approached for guidance. After that stage senior leadership involvement may be offered or assigned.

### **Recording and Monitoring**

Significant incidents of poor behaviour will be recorded on a lilac behaviour form. These will be passed on to the inclusion leader for assessment. All serious incidents such as those involving aggression, unprovoked actions or low level disruption over a significant period will be logged on the school data management system. The forms will then be returned to the class teacher.

If a pupil receives a lilac behaviour form the class teacher will usually speak to the parent/carers and discuss behaviour. For more than 2 lilac behaviour forms in one week the Inclusion Leader will consider if a joint meeting with class teacher, parents and pupil is required.

### **Pastoral Care and the Learning Mentors**

At London Meed we have a Learning Mentor who convenes a number of Pastoral support activities including, Nurture, Cooking, Gardening, Lunch, and others.

A teacher will use a number of strategies and tactics to support a pupil struggling to follow the behaviour expectations. If without success, they will ask for specific guidance from other adults who know the pupil or from one of the Inclusion staff. Pupils will normally only be referred to Learning Mentor support if these channels have not resulted in progress. A thorough summary of existing support will be made and any need for Learning Mentor support is discussed with parents.

## **Risk Assessment Positive Management Plan**

Most children respond well to the whole school approach to behaviour management. A very few children may require a more individual approach. In such cases classroom staff will work with parents and the Inclusion Leader to set up a Risk Assessment Positive Management Plan. Class teachers will then ensure all adults working with the child are aware of and follow the individual plan.

## **Use of Positive Handling to Manage Pupil Behaviour**

Positive Handling will only be used when recognised, in extreme circumstances, that it may be necessary for school staff to intervene physically to manage certain actions by pupils. It must be noted that the need for physical intervention is extremely rare at London Meed. A number of staff are trained to undertake Team Teach as directed by the Local Education Authority.

Members of staff have the power to use reasonable force to facilitate positive handling to prevent pupils:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property, and to maintain good order and discipline in the classroom

Where Positive Handling has been used to manage pupil behaviour a report will be completed in a Bound and Numbered book. This would also trigger consideration of a Risk Assessment/ Positive Management Plan to identify a context of positive action to support the pupil in the future.

## **School-based Sanction**

Where a pupil has failed to respond to the strategies as outlined above London Meed School maintains a further set of sanctions as a response to very serious incidents. One is that of fixed period in-school internal isolation. Other sanctions include a fixed period or a permanent exclusion from school.

These sanctions will be used for behaviour of ascending severity, notwithstanding incidents of such significance that may result in immediate action.

It will be made clear to the parent and pupil that s/he is still valued but their behaviour cannot be accepted for reasons of their own safety and/or the well-being of other children and adults in school.

## **Anti-Bullying Guidelines**

London Meed has a separate policy on Anti-Bullying.

Pupils at London Meed generally report a very low incidence of bullying. They know that any reports are taken very seriously and will be investigated.

The Governors, staff and pupils of London Meed Primary School accept the following definition of “bullying”. Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is on-going (not a random, unprovoked, aggressive act)

- It is deliberate
- It is unequal – (this can result from size, number or perceived “difference”)

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It is the role of individual pupils’ teachers to investigate any such allegations in the first instance. This is to assess whether the allegations are founded, fall within the category of bullying or are discreet episodes. In any case a record of discussion should be made. Further investigation may be made to resolve any identified bullying.

## **Restorative Guidelines for Resolving Misbehaviour or Bullying**

We encourage children to take responsibility for their own behaviour. We ask them to consider alternative choices. Where possible, with adult guidance, we encourage children to discuss the difficulties to try and resolve disagreements rather than just apportion blame. This approach is called ‘restorative’. It is a response to inappropriate behaviour that puts repairing the harm done to relationships and to people over and above the need for assigning blame and dispensing punishment.

Although we always wish to stress the positive nature of a child’s behaviour we accept that there will be occasions when she/he may not accord with our behaviour policy and may act inappropriately. Situations where schools have used restorative approaches:

- Pupils who are falling into the same behaviours again and again and seem not to be learning from their mistakes
- Classrooms where the learning of the class is being seriously affected by poor behaviour
- Individual or repeated incidents between pupils or between pupils and staff
- Alleged bullying incidents
- Other incidences involving groups of children

These occasions cannot be ignored and all affected pupils will be invited in the first instance for an informal chat to discuss the difficulties:

- Pupils listen to each other without interruptions.
- Pupils are encouraged to maintain eye contact.
- Each pupil has a turn to say:
  1. What the other(s) has/have done to upset them
  2. How they feel about it
  3. How they would like them to behave in future.

Mutual respect in this discussion is paramount. Pupils must listen carefully and wait their turn – they are to be discouraged from interruption or argument. Persistent interruptions will result in being excluded from the discussion.

### **Restorative approach example questions**

<p>Questions to the wrongdoer(s)</p> <ol style="list-style-type: none"> <li>1. What Happened?</li> <li>2. What made you decide to do / say that?</li> <li>3. If you had a chance to go through this again, would you do anything differently?</li> <li>4. Who do you think has been affected by what you did? ... In what way?</li> </ol>	<p>To those affected (the victim(s))</p> <ol style="list-style-type: none"> <li>1. What did you think when it happened?</li> <li>2. How have you felt about this since it happened?</li> <li>3. How has this affected you?</li> <li>4. What's been the hardest part of this</li> </ol>
<p>Question to both parties</p> <ul style="list-style-type: none"> <li>• What's needed to make things right / better? Or How can we make sure this doesn't happen again?</li> </ul> <p>ALSO: What can I do to help you?</p>	

The restorative approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed. Once participants have found a way forward, they agree on the best way for the harm to be repaired, what outcome would best meet their needs to ensure that the incident will not be repeated.

If there is no clear resolution to the discussion, then the adult can decide to make a judgement call and take appropriate decisions. All pupils should be encouraged to understand the decisions made. They may not always agree. Adults will always follow through and DO what they SAY they will.

Procedures are designed to allow pupils to understand their mistakes. Therefore there should always be a route left open that leads back to behaving in an acceptable way.

## **Parental Involvement**

Parents have a vital role to play in any Behaviour Policy adopted by a school. The Behaviour Policy is shared with all parents. If a parent has any concerns about behaviour they should in the first instance approach the class teacher. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

London Meed expects parents to accept consequences of their child's actions and to agree that school has the right to make decisions and impose sanctions regarding their child. We understand that sometimes we may get it wrong. If a parent feels that this may be the case they should contact the school. A meeting with the Assistant Headteacher Mr Viinikka can be arranged to get clarification. This should be done without compromising the united front to the child.

Parents can support our approach to behaviour by:

- Giving feedback to us about their child's behaviour- let us know about the good as well as the bad
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and curriculum meetings
- Avoiding misunderstanding by discussing problems or differences of opinion at an early stage with the class teacher
- Valuing the professional judgement of school staff
- Respecting other families with different cultures, languages and life-styles

### **Children's Involvement**

It is very important for the children at London Meed School not only to understand the behaviour code but also regard it as their own. Throughout the process of drawing up this behaviour Policy we have sought the views of the children. With such ownership they will feel that they had a part to play in its formation.

There is a suggestion box in the library area. This is an opportunity for pupils to express any wishes, concerns or anxieties.

### **Misbehaving Outside of the school premises**

This behaviour policy is also applicable as a response to inappropriate behaviour or bullying which occurs off the school premises. This includes actions witnessed by a staff member or reported to the school whether or not the pupil is engaged on a school-related activity. In such cases of misbehaviour the school will investigate the situation when the pupil is on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Supporting each other: a checklist for teachers and Learning Support Assistants to consider in setting behaviour expectations in the classroom**

- Do you create a comfortable and professionally congenial atmosphere in the room, for instance by greeting children into the classroom on each occasion?
- Are you both familiar with the school behaviour Policy?
- Is there a clear understanding of class rules and frequent reference to them?
- Is there a shared understanding of your respective roles in the classroom? Do the children understand these roles?
- Do you consciously model good social skills in the way you address and respond to each other and to the children and young people?
- Is there a shared understanding (among pupils as well) that different standards of behaviour may be expected from some individuals?
- Have ground rules for confidentiality been established?
- How do you signal to each other that you have noticed a problem?

- How do you support each other through difficult behaviour situations? A script is suggested:
  - 'Help is available' is asked if the person dealing with an incident seems to encountering difficulty.
  - 'More help is available' if it is thought that that a person dealing with an incident should leave the situation.

## **Good Behaviour Policy Monitoring and Review Procedure**

Our school is not a static community; it is constantly growing and changing. This Policy and its effects will be monitored regularly. It will be reviewed with children, staff and Governors each school year in the light of the school's growth and development as a community. Parents are also invited to make comments and proposals for changes and additions. Next review is due Summer 2018.

## **Teachers at London Meed will apply this Good Behaviour Policy Fairly, Firmly and Consistently**

