



Little London Community Primary School

Positive Behaviour Policy



Introduction

Positive relationships between staff and pupils are the foundation on which good order and discipline are based at LLCP. Our ultimate aim is for children to develop self-discipline and be able to regulate their own feelings. We aim to achieve this in the classroom and throughout the school by creating an atmosphere of mutual respect and a sense of collective responsibility amongst the members of the school community.

Aims

Through the implementation of this policy we intend to:

- enhance pupils' self-esteem.
- encourage individuals to recognise and respect the rights of other pupils
- affirm co-operation as well as responsible independence in learning
- promote the values of honesty, fairness and respect for others and property
- help develop pupils' self-discipline and self control
- enable pupils to be on task with their learning
- encourage ownership of behaviour and accountability
- enable rational conflict resolution (see Appendix 1).

All staff at LLCP will:

- positively look for opportunities to praise pupils in an effort to make all pupils feel valued (see Good Behaviour Code, Appendix 2)
- promote the school's reward/sanction system (see Appendix 2)
- model the types of behaviour which should be encouraged, eg: appropriate classroom voice, self control, etc. (see Appendix 3) display work, with children's full names, to increase self-esteem and foster a sense of belonging and ownership
- be fair and consistent
- ensure that a climate of acceptance and respect exists for all pupils
- listen to a child's viewpoint
- provide a stimulating environment to motivate pupils
- be specific with praise and correction so that a child will know precisely what they are doing well or not well
- be mindful of each individual class's agreements (which are written with pupils each September)
- be organised and prepared so that opportunities for disruption are minimised
- encourage pupils to take responsibility within school in a variety of ways e.g. monitors, buddies, Class and School Councils.

High Expectations

Staff at Little London Community Primary School have high expectations of behaviour and promote these with pupils regularly, in a variety of ways.

School Rules

School rules are displayed in all classrooms and corridors so that they may be easily referred to. These are reviewed by the Headteacher and pupils in a whole school assembly at the beginning of each term and amendments are made if necessary. Current school rules are:

- Be good and polite.
- Always do your best.
- Think before you act.
- Do as you are asked the first time.
- Come to school every day – on time!
- Never give up!

Class Agreements

At the beginning of every school year, teachers and support staff of each class draw up an Agreement with the children and display this in class.

Non-negotiables

To support children as they progress through school and thereby minimise the necessity to spend learning time reiterating general classroom expectations, Appendix 4 sets out an agreed list of behaviours (non-negotiables) that can be expected of all children in every class at LLCP.

Routines

Routines are important to good behaviour and time is spent establishing these in class and around school at the beginning each year.

Rewards

Our focus is to support appropriate behaviour with positive reinforcement of expected behaviours, focusing on pupils' achievements i.e. catching pupils getting it right. It is important that all staff seek opportunities to praise and reward good and improved behaviour, in class and around school, during lessons and at break times. Children can earn a variety of rewards for make good choices, eg. notes home, a visit to the Headteacher, Trackit points etc,*

Sanctions

Whilst the majority of our pupils will meet our expectations for the majority of the time, there will be occasions when they make inappropriate choices. Just as we reward pupils for good behaviour choices, it is important that they understand there are consequences for inappropriate choices.

Staff ensure children have ample opportunities to correct their behaviour themselves before any warnings or sanctions are given and will usually have used a range of verbal and non-verbal strategies to address the behaviour. These may include:

- a disapproving look or raised eyebrow
- praise for what is going well and redirecting what isn't
- proximal praise – praising a nearby child
- standing close to the child so they know they can be seen

If the usual strategies do not work, staff will implement the warning process:

First warning: clearly describes what is not acceptable and what needs to happen.

Second warning: making the connection between the behaviour and the possible consequence.

If the undesired behaviour continues the adult will make it clear to the child that as a consequence of their choices, they will have to complete timeout. All incidents must be recorded on our online reporting system (CPOMS) and where possible parents will be informed.

Procedures for Sanctions

- Thinking Chair
- Time out in another classroom.
- Loss of some of playtime (up to 10 minutes thinking time at the wall)
- If after two weeks a child's behaviour continues to cause concern, parents will be contacted by the Learning Mentor to discuss the implementation of a Behaviour Target card which will be reviewed with the child by the Learning Mentor each day.
- If there is still no improvement after a further period of time, usually three weeks but determined by individual circumstances, the Learning Mentor will contact parents/carers and the child will be placed on Lesson Report. External agencies may also be involved in working with the child.
- If, after up to three more weeks the behaviour does not improve or escalates further, a referral will be made to the Headteacher who may implement a fixed term or permanent exclusion.

These procedures are also clearly laid out in Our Good Behaviour Code (Appendix 2)

Lunchtimes

At lunchtimes, Lunchtime Supervisory Assistants will be responsible for maintaining high expectations of behaviour and will deal with most incidents on the playground, eg. minor disagreements between pupils, foul play, etc. These incidents may incur a short time at the wall to give the pupil time to think about what they have done (never more than 10 minutes). More serious incidents will be referred to one of the Lunchtime Leaders who will record this on our online reporting system (CPOMS). This will be followed up if appropriate by a Learning Mentor.

Recording and Monitoring

All staff have a responsibility to ensure incidents are recorded on our online reporting system (CPOMS). All entries will be viewed daily by the Learning Mentors and SLT. In some circumstances, eg. in the case of physical aggression or racist behaviour, incidents will be passed to the Headteacher or, in her absence, Deputy Headteacher or Assistant Headteachers immediately.

CPOMS will keep a record of the frequency of incidents for individual children. All incidents will be monitored closely by the Headteacher and other members of the Senior Leadership Team to ensure that any patterns or changes in behaviour are addressed as soon as possible and additional support is put in place as necessary (see Appendix 1 – Good Behaviour Code).

Trackit Lights

In order to standardise behaviour management across school, staff use the Trackit Light whiteboard monitoring system. As well as providing a visual representation of the

warning/sanction process (eg. it will show a move from green to amber after the first warning), it also provides a record of the frequency of appropriate/inappropriate behaviour.

Behaviour Support Plans (BSP)

In most cases, pupils respond well to the general procedures and strategies set out in this policy. There will however be times when a pupil's behaviour requires a more individual approach. In such circumstances and in collaboration with the Learning Mentor, class teacher, other relevant members of staff, parents and child, the SENCo will draw up a Behaviour Support Plan. This will allow for specific strategies to be put in place for the pupil and (having monitored carefully over a period of time), if necessary, will provide valuable evidence needed to request support from any outside agencies.

Positive Handling Plans (PHP)

In rare cases where a pupil's behaviour to themselves or others becomes a danger a PHP may be put in place to provide staff with information about the most effective way of deescalating a situation. Parents/Carers will be consulted.

Incidents of Racism/Physical Aggression

Such incidents are extremely rare at LLCP but if they do occur, they should be reported immediately to the Headteacher, Deputy Headteacher or another member of Senior Leadership as soon as possible and be recorded on our online reporting system (CPOMS).

Exclusion

Our school will do all it can to ensure a child learns how to moderate and control their behaviour and emotions. In extreme circumstances, however, when all strategies have been explored and the safety of children and staff is still at risk a child may have to remain at home until appropriate provision can be made for them. In such circumstances a member of staff will visit daily for one hour with appropriate work. As a school we will always look to resolve situations as swiftly as possible.

Working Together

Staff at LLCP value relationships with parents and work in partnership to achieve the very best outcomes for their children. We recognise that it is important that children see us working positively together; celebrating their successes and supporting them through any difficulties.

Parents/carers will be contacted to discuss any concerns school have about their child's behaviour. Class teachers will also be pleased to meet with parents to discuss any concerns they may have. If it is not possible to see the parent immediately, an appointment will be arranged or an alternative member of staff will be located so that the matter can be dealt with as soon as possible.

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Associated Policies

Anti-Bullying

PHSE

Positive Handling

Appendix 1

Resolving Problems

Children will be encouraged to talk directly to each other with the adult listening and supporting if necessary, rather than using the adult as a mediator or referee.

The youngest children in school will be taught to say to others in an appropriate, assertive way "Please don't do that. I don't like it".

Children will be encouraged to develop language to explain what it is that they don't like e.g. "Please don't take my toy, I'm playing with it".

Children will be given the skills and language to be able to explain how the action makes them feel e.g. "It makes me feel frightened when you shout at me".

Children will be encouraged to empathise with others in order to understand the impact of their actions on others e.g. "I think Sumi feels unhappy because I said something unkind to him".

It may be necessary to support children trying to resolve conflicts by modelling language for them or role playing the position of each child e.g. "If I were you I think I might say....." or "If I were Sumi I think I would feel very unhappy because you hurt me".

Consistent Responses

If a child approaches an adult for help with resolving minor conflict, or if an adult sees a need to intervene in a dispute, it is helpful if the child gets a consistent response from all adults.

"Did you talk to the other person?"

Positive: "Well done for talking", If the answer is yes.

'What did you say to them?'

Positive: "Well done" if the response is "I said please don't do that, I don't like it" (or similarly appropriate).

'What did they say or do?'

Positive "Well done for sorting it out by talking", if the response is 'they stopped doing it' or similar positive result.

If a child's responses indicate they need more support - eg. "They just kept running away".

"Would you like me to listen whilst you talk to them?'

'Sumi would like me to listen whilst he talks to you because he's not sure you are listening/'

It may be necessary to model language for child or role play either child's position in a dispute.
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If resolution is reached:

'Thank you for sorting your problem out by talking".

If the children are unable to reach a resolution, we will offer:

"Would you like an adult to listen whilst you talk?"

If necessary we will defer until later/to another adult: "Could we come back and talk about this later?" or "Would you like to speak with Mrs..." .

Other questions we might ask:

How do you think that makesfeel?

How do you feel?

Are you ready to carry on with...?

Appendix 2



Our Good Behaviour Code

School Rules

1. Be good and polite.
2. Always do your best.
3. Think before you act.
4. Do as you are asked the first time.
5. Come to school every day – on time!
6. Never give up!

In order to encourage a high expectation in behaviour, attitude and work, the following Rewards and Sanctions are implemented throughout our school.

REWARDS

For appropriate behaviour, manners and a positive attitude to schoolwork and school life:

Whole School Rewards

- Verbal praise, positive marking, group achievement rewards (best table etc), stickers
- The following rewards are presented at the Friday afternoon Praise Assembly.
- Headteacher Awards – 2 per class (certificates are displayed in school for one week)
- House Points
- SEAL Superstar – 1 per class (certificates displayed in the school for one week)
- Chancer Assembly
 - Trackit Points are awarded throughout the week by all adults to children who show kindness, produce good work, positive behaviour etc. – 2 winners per class – top boy and top girl.
- Attendance rewards are given to individuals and to whole classes to encourage and reward dedication and commitment to learning.
- A note home.

If your child has received an award outside of school for swimming, dancing etc. Please feel able to send it to school to be celebrated at an assembly.

Class Rewards

These are implemented by individual teachers and may vary from class to class.

SANCTIONS



Staff ensure children have ample opportunity to correct their behaviour themselves before any warnings or sanctions are given and will have usually used a range of verbal and non-verbal strategies to address the behaviour. (Please refer to our Positive Behaviour Policy on the school website.)

We operate a Zero Tolerance approach for violence, offensive language, racially offensive remarks and disruptive behaviour.

For other types of inappropriate behaviour, lack of respect, effort or poor attitude the following sanctions will be applied after verbal warnings:

- Thinking Chair (for children in Reception)
- Time out in another classroom.
- Loss of some of playtime (up to 10 minutes thinking time at the wall)
- If after two weeks a child's behaviour continues to cause concern, parents will be contacted by the Learning Mentor to discuss the implementation of a Target card which will be reviewed with the child by the Learning Mentor each day.

- If there is still no improvement after a further period of time, usually three weeks but determined by individual circumstances, a Learning Mentor will contact parents/carers and the child will be placed on Lesson Report for up to three weeks. External agencies may be involved to support the child.
- If, after up to three more weeks the behaviour does not improve or escalates further, a referral will be made to the Headteacher who may consider a fixed term or permanent exclusion.
- Lunchtime sanctions - operated by midday supervisors.
 - i. Children may be asked to stand by the wall for up to 10 minutes to think about their behaviour.
 - ii. If behaviour continues to be disruptive, disrespectful or dangerous, children will be referred to one of our Lunchtime Leaders who will record the incident on our online reporting system (CPOMS) Learning Mentors or a member of the Senior Leadership Team.
- Persistent, dangerous and unacceptable behaviour including continual disruption, fighting, violence, persistent swearing and/or persistent bullying will result in alternative provision for education to be sought for that child.

For the safety of all our children, our staff have received appropriate training and are fully qualified to physically handle, if necessary, any incidents of inappropriate behaviour.

Working together as a partnership – children, parents and staff – has established an environment of trust, mutual respect, consideration and positive behaviour.

We will always keep you informed about behaviour

Thank you for your continued support.

At Little London Community Primary School we want to catch children being good!

Appendix 3

Positive Behaviour Management - Modelling

All staff will remain calm and have a consistent approach so that pupils can see we are working together for a common aim.

It is important that we model the types of behaviour we expect of the children. All adults will:

- ✓ stay in control of their emotions (allow yourself a moment to think if necessary)
- ✓ use a quiet, controlled voice (this is often more effective and leads to the diffusion of a potentially difficult situation)
- ✓ avoid using sarcasm
- ✓ comment on the behaviour without criticising the pupil, and be aware of the effects of positive body language e.g. moving around the room, eye contact, thumbs up etc.
- ✓ be aware of the effects of negative body language - avoid pointing and respect personal space
- ✓ give pupils a fresh start after an incident.
- ✓ remember the basics which are so important, like first names, 'please', 'thank you', 'good morning', 'excuse me', 'sorry'
- ✓ speak to other adults with respect
- ✓ work as a team.

Appendix 4

Non-negotiables

- Sit on our chairs with all six legs on the floor (chair and ourselves).
- Lift our chairs carefully and tuck them under the table quietly every time.
- Use appropriate voices in the classroom.
- Respect equipment and use it sensibly.
- Wear the correct uniform.
- Move around school quietly and sensibly.
- Listen carefully and speak only when it is your turn.
- Say please and thank you.
- Water bottles will be available at each teacher's discretion.
- Speak with kindness and respect at all times.