

Behaviour Policy

Our Christian Vision is that - Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage, compassion and creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

This is founded in 1 Peter 4:10 - 11 "God has given each of you a gift from his great variety of gifts. Use them well to serve one another."

Rationale

At Longhoughton C of E Primary School we seek to create a safe friendly environment, which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote Christian values of love and forgiveness. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected, and to be treated fairly and well. We recognise that children learn respect by receiving it. We are a caring Christian community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again.

The school behaviour policy is designed to support all members of the school to live and work together. The school has a number of school rules, but the primary aim of this policy is to encourage good behaviour, prevent bullying and ensure everyone's safety. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, in an effective and considerate way.

We know that good learning can only take place when children feel secure and happy within the school and behave well. For this reason we expect all children to meet high standards of behaviour and to show responsibility in their attitudes and actions towards their work and towards others. Bullying should always be taken seriously. All bullying is unacceptable, whatever form it takes.

We expect the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them, we recognise the crucial role of parents working in partnership with us.

Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all
- develop self-esteem and self-discipline
- promote understanding of and respect for others and a regard for their safety and well-being
- provide a consistent approach by all adults working in school
- promote the children's respect of their own and other people's property and the environment

- foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion
- promote children's spiritual, moral, social and cultural development throughout their school life
- help children develop a clear and acceptable view of what is right and wrong
- promote firm action against all forms of bullying
- promote firm action against all forms of racism
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way
- actively teach positive behaviour

Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

Adults in school

All staff will:

- reinforce positive values throughout the curriculum, through Personal, Social and Health Education, Citizenship and Collective Worship
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust
- give children increasing opportunities for responsibility within class and school
- encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress
- recognise and praise good behaviour
- set high expectations of behaviour which are explained to the children. (see appendix 1 for the Golden Rules)
- present a consistent approach which makes expectations clear
- listen to the children; encourage them to reflect upon their actions and possible alternatives.
- provide children with positive role models
- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

Working with parents and carers

- Positive home / school liaison and good community links will be promoted
- Parents will be informed of good as well as inappropriate behaviour
- Parents will be involved at an early stage of particular difficulties with individual pupils

- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter
- We aim to involve parents through the home/school agreement which will be shared with parents when the child starts school

Managing serious behaviour

Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti-bullying Policy)

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. Behaviour Support, CYPS etc) will be contacted and liaison between all parties will be maintained through an EHA. Individualised behaviour plans are implemented and monitored regularly.

A Team Teach approach has been adopted within this school and emphasises positive behaviour management and early intervention to de-escalate challenging behaviour. If physical intervention is needed a full record of the incident will be completed and parents informed.

Rewards and Sanctions

In order to encourage positive behaviour we use the following rewards and sanctions

Rewards

Our positive behaviour management strategies include the following:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Sharing good behaviour with another teacher and class
- Sharing good behaviour with Head teacher
- Head teacher's stickers/awards
- Stickers
- Castle Points/ Raffle Tickets
- Marbles in the jar
- Sparkly Raffle tickets
- Achievers of the Week (Wall of Fame)
- Smiley faces (Wall of Fame)
- Core Value Awards (Wall of Fame)
- Achiever of the Year Award

Sanctions

Longhoughton C of E Primary School will apply the following sanctions in consideration of the offence and individual circumstances. The list is in an approximate order of severity but is not meant as a progressive system whereby an offender has to work their way through it.

- Being reprimanded verbally/being told off (with reason/explanation of offence)
- Time out of lesson (to designated place within classroom)
- Time out during playtime (sat on a bench or in outdoor classroom)
- Time out of classroom (sent to another teacher)
- Lost playtime(s)
- Lose golden time
- Moving to sit alone
- Writing a letter of apology
- Lose responsibility
- Sent to Headteacher
- Parents consulted
- Fixed term exclusion
- Permanent exclusion

All of the above sanctions will be applied with sensitivity, flexibility and a great deal of common sense. We will talk to a child about their behaviour and why a particular sanction has been applied. We will always try to enable opportunities for a child to make up for poor behaviour and then to have the sanction reviewed appropriately. If appropriate, we will encourage the child to explain their actions. We will encourage all children involved to discuss the matter.

The Headteacher has overall responsibility for ensuring equality and fairness.

Wherever practical, we will discuss an individual child's behaviour with parents and behaviour will also be discussed at parent teacher interviews and as part of the child's annual report.

Any child who is regularly receiving sanctions (at whatever level) for their behaviour will have a behaviour record to document incidents and actions taken. The Headteacher will be informed of any child for whom this is necessary. These records may indicate triggers resulting in inappropriate behaviour.

Parents will be called to discuss concerns and support that can be provided.

Following consultation with parents, if agreed, additional support may be sought internally or from other agencies such as:

- Special Educational Needs Co-ordinator (SENDCo)
- SEND Support Services

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged on in Incident Record and stored on the Headteacher's computer.

Monitoring, Evaluation and Review of behaviour

The Headteacher will be responsible for overseeing the standards of behaviour and the implementation of the policy.

The behaviour policy will be discussed by staff and the Full Governing Body on an annual basis.

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Reviewed	Revision date
Inclusion Committee	June 2011, June 2012, July 2013, July 2014, July 2015
Committee One - Policies and Resources	September 2016, September 2017, July 2018, November 2021, Autumn 2022
Staff	April 2019, March 2021
Full Governing Body	April 2019
Signed	

Linked Policies:

Anti-bullying

Child Protection

Inclusion

Equality

Physical Intervention

Spiritual, Moral, Social and Cultural Development

Appendix 1

