

Promoting Positive Behaviour Policy

Committee Responsible for Policy: Full Governing Body

Policy written by: Mr Scott Reeve



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Signature: Full Governing Body

Policy to be reviewed : Every 3 Years

Promoting Positive Behaviour at Linchfield Community Primary

Our aim at Linchfield Community Primary School is ‘To encourage a caring, well-mannered ethos, with mutual respect for all.’

The children of Linchfield Community Primary School are expected and encouraged to behave well at all times. This policy outlines the school’s expectations and serves to reinforce and reward positive behaviour. The policy also outlines the sanctions that will be applied, should children choose to behave inappropriately (Appendix 1). At all times children must be treated equally and fairly. A positive partnership with parents is clearly an essential element to the success of this policy and its application.



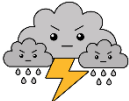
Principles of Promoting Positive Behaviour

- Good behaviour is an essential condition for effective teaching and learning to take place. At Linchfield Community Primary School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, respectful, peaceful and fair.
- Good behaviour must be carefully developed and supported.
- We develop pupil’s self-regulation in order to support children’s behaviour
- The best results, in terms of promoting good behaviour, arise from emphasising potential, recognising success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.
- Through the example of the adults who care for them at school; through well-planned and stimulating learning opportunities, we believe that children will accept early learning challenges and develop self- discipline.
- It is the responsibility of parents to share with the school in helping their children to behave well.

Class Behaviour

At Linchfield School, we use a system in all classes that develops children's responsibility when it comes to their own behaviour. It encourages them to make the right choice in all situations in school. When children make a wrong choice, we use these incidences as a learning opportunity. The children reflect on their behaviour and try to improve. Placement on a code is for one session (register to end of break; break to end of lunch; lunch to home time).

The Behaviour system:

Foundation stage	KS1 and KS2	Behaviour seen Reward / Sanction
Sunshine 	Gold Silver	As per the positive behaviours in Appendix 1
Rain cloud 	Code Blue Code Amber	As per Appendix 1
Thunder Cloud 	Code Red	As per Appendix 1

The behaviour system (Appendix 1) is clearly displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations that we have of them in school. It is vital that all children understand the levels of behaviour and can recognise when they are behaving on each level.

This system enables all children to improve their behaviour as the goal is for them to be consistently making the right choices in all situations, not because they have been told to by an adult, but because they know it is the right thing to do.

If children display inappropriate behaviour they will be moved down to Code Blue. When children's behaviour is on Code Blue teachers will support the children in trying to make the right choices to avoid further sanction. If behaviour continues to be inappropriate then children will receive further Code Blues to a maximum of 3 in a week before awarding a Code Amber.

If a child's behaviour is at Code Amber, they will need to reflect with an adult, usually the Class Teacher, or exceptionally a member of the SLT (not Headteacher). They will take time out to reflect, completing a reflection form (See Appendix 2). Children completing reflection forms will think of their own sanctions for their behaviour. These may include writing an apology letter, completing a chore in school, missing a favourite activity or making up for time lost in their own time. The sanctions should be a natural consequence of the child's actions and should occur as soon as possible after the event. Reflection forms will be sent home to parents. Three Code Ambers in a term will result in a meeting between the child and the headteacher to reflect on the seriousness of the child's conduct and the potential of receiving a Code Red.

Code Red sanctions should only rarely be used before the steps described above. A Code Red may involve (subject to consideration of the subjective needs of the child) removal from the peer group for an agreed time and can lead to external exclusion. All Code Reds are to be recorded on CPOMs by the reporting teacher in the first instance.

Lunchtime & Playtime Behaviour

At Linchfield Community Primary School we promote the same standards of behaviour at lunchtime and playtimes as we do during the rest of the school day. Therefore, we use exactly the same Code System to promote positive behaviour during these times. The Mid-Day Supervisors (MDS) on duty record behaviour in lunchtime behaviour books, reporting incidents to class teachers.

Appreciation of Good behaviours.

At Linchfield Community Primary School, children are rewarded for different things that they do and say, as well as how they generally choose to behave. Below are the different ways in which we reward for positive behaviour.

Head Teacher Award

On alternate weeks, KS1 and KS2 class teachers choose a child from their class to receive the Head Teacher Award. Children are chosen by their teachers that week for doing something special. A list of names of award winners is put in our weekly newsletter.

Best Behaved Class Award.

Best Behaved Class Cup is awarded to the class with the best behaviour each week, judged by monitoring our behaviour logs. During the whole school assembly on Friday morning the winning class is rewarded with the trophy to keep in their class for the week. The winning class is entitled to an additional 15 minutes playtime at the class teacher's discretion, the following week as a reward.

Lunchtime Behaviour Award

Lunchtime Behaviour Award is given to the class which has lined up the smartest, behaved the best in the dining hall, and played nicely each lunchtime. During the whole school assembly on Friday morning the winning class is rewarded with the trophy to keep in their class for the week. The winning class is entitled to an additional 15 minutes playtime at the class teacher's discretion, the following week as a reward.

Procedures for Monitoring and Assisting Behaviour

The class behaviour rewards and sanctions cover most aspects of school life and as such most will be catered for by the sanction procedures indicated in Appendix 1. However, on occasions, a child's behaviour may come within the unacceptable band either through a build up of inappropriate actions (consistently behaving at Code Amber) or one major incident. Certain behaviours may necessitate a swifter course of action, particularly when a child has become extremely distressed or is behaving in a violent way towards children or adults. Early Intervention is key. Liaison with parents is essential in trying to help the child to develop a positive attitude.

Individual Behaviour Plan

To support such children's behaviour they will be provided support to improve their conduct through an 'Individual Behaviour Plan'. The plan is not meant to be seen as a punishment, but as a way of breaking down the school day into smaller units of time. The aim of this is to help monitor the pattern of behaviour, and to standardise all staff actions following an incident of the undesirable behaviour/s so that the pupil gets consistent responses. It also support home school communication.

Outside Agency Support

Where it is felt that the school had done everything it can to support children with behavioural difficulties but there is still concerns we may seek further support from outside agencies. Initially this will be through the pupil re-integration team initiated by the class teacher through agreement with the Inclusion Leader. A pastoral support plan will be written with parents, teacher and a case worker if necessary. There will be a review after 8, then 16 weeks. If there is no improvement then the class teacher will refer to BOSS (Behaviour Outreach Support Service). Other agencies include e.g. Educational Psychologists, Health Service, Social Services. These service will provide us with further advice and ways to support the children.

Serious Incidents

Our school does not tolerate incidents of bullying or discriminatory behaviour, including homophobic or racist incidents of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our school free from fear. Details of procedures can be found in our Anti Bullying Policy / Procedures.

Physical Violence

Staff only intervene physically to restrain children or to prevent injury to another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Specific staff have received 'Team Teach' training and procedures are followed using this guidance.

Exclusion

In extreme 'Code Red' circumstances a child may be excluded from school. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusions will only be made after careful consideration and with the agreement of the Governing Body following the appropriated LA procedure.

Recording Pupil Behaviour

The school holds on its computer system (CPOMs) records of children's Code Red behaviour. It is the responsibility of the trained class-teacher, TA, lunchtime supervisor or any other adult

in the school to keep these records up to date helping us to build up a picture of behaviour, not just over a week, but also over extended periods for individuals. This helps us to ensure that the provision we have in place for our children is appropriate, encouraging them to gain rewards and be supported when needed.



Lincolnfield Community Primary School

Reflecting on my behaviour

Child's Name _____

Date: _____

Lesson: _____

Time: _____

You are completing this sheet because you have behaved in a way that is not acceptable in Linchfield Community Primary School and therefore received a 'Code Amber.'

What did you do?

Why was this unacceptable?

What effect did my behaviour have on others?

What could you do differently next time?

In the future I will ...

Signed:(Pupil) Signed
..... (Head / Deputy Head Teacher)

Child's name Class
..... Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed
.....
..... (Parent/ carer) Date





Lincolnfield Community Primary School
Reflecting on my behaviour 'Code Amber.'

Child's Name _____
Lesson: _____

Date: _____
Time: _____

You are completing this sheet because you have behaved in a way that is not acceptable in Lincolnfield Community Primary School.

I am sad because I	I am going to
	

This is what I told about
what happened (adult to scribe)

Signed:(Pupil) Signed
..... (Head / Deputy Head Teacher)

Child's name Class
..... Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed
.....
..... (Parent/ carer) Date



Lincolnshire Community Primary School

Reflecting on my behaviour

Child's Name _____

Date: _____

Lesson: _____

Time: _____

You are completing this sheet because you have behaved in a way that is not acceptable in Lincolnshire Community Primary School and received a Code Amber sanction.



What did you do?

What will you do next time?



Time of day / lesson -

Signed:(Pupil) Signed
..... (Head / Deputy Head Teacher)

Child's name Class
..... Date

I have received my child's reflection sheet and have discussed their behaviour with them.

Please return this slip to school. If you wish to discuss this further please arrange a meeting with the class teacher or Head /Deputy Headteacher.

Signed

..... (Parent/ carer) Date

Appendix 1:



GOLDEN BEHAVIOUR REWARDS!!!



We want to celebrate your great behaviour with some of the following: A sticker from the Headteacher; 2 House points for your House; Praise from your teacher; Communication with your parent/carer.



SILVER BEHAVIOUR REWARDS!!!

We want to celebrate your good behaviour with some of the following: A sticker from the teacher; A House point for your House; Praise from your teacher.

CODE BLUE

You will be given a verbal warning from the teacher first. If your behaviour continues after this you will be given a 'Code Blue.' Examples of Code Blue Behaviours might include:

Calling out or talking at the wrong time

Showing a lack of effort in your learning

Making silly noises

Interfering in another child's learning

Code Blues can result in loss of break time supervised by the awarding teacher, an opportunity to make reparation (ie pupil chooses to say sorry, write a letter, make a card, tidy up any damage etc).

If you get 3 Code Blues in a week, you will automatically be moved to a Code Amber on the next incident of poor behaviour.

CODE AMBER

This is serious. You will be given a Code Amber if you have already had 3 Code Blues in a week or if you display any 'Code Amber' behaviours. Examples of Code Amber behaviours are:

Deliberate unkindness

Threatening others to cause upset

Name calling or swearing

Deliberately damaging property

Deliberately hurting others feelings

Mindfully ignoring the instructions from an adult wearing a Green or Blue Lanyard.

Stealing

For each Code Amber you will lose 30 mins of Lunch-time; spending this under the supervision of the teacher awarding the sanction. You will fill out a Key Stage specific 'Reflection on Behaviour Form,' and your parents will be informed. If you get 3 Code Ambers in a term, you will have a meeting with the headteacher or Deputy Headteacher, during a breaktime, to discuss your behaviours.

CODE RED

This is extremely serious! The Headteacher and your parents will be informed and it will be recorded on our school system (CPOMs). It may lead to internal exclusion from your class and could lead to a fixed term or permanent external exclusion. Examples of Code Red behaviours include:

Physical aggression to another resulting in visible harm (eg. bruising, scratch marks, bite marks etc).

Use of racist or homophobic abuse.

Threatening others to intimidate

Major theft or vandalism

Swearing or extreme rudeness to an adult.

Putting self or others in danger

Lying to seriously implicate others