

# The Federation of Leeming and Londonderry C.P and Pickhill CE Schools

## Behaviour Policy

We encourage all children to achieve their potential, to develop confidence, self-respect, respect for others and to take responsibility for their lives in the wider community. We expect high standards of behaviour from all members of the school community. Leeming and Londonderry School. The Federation of Leeming and Londonderry CP and Pickhill CE Schools recognise that good behaviour and discipline are key foundations of good education. Without an orderly, stimulating atmosphere, effective teaching and learning cannot take place. Every pupil needs to grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and the society around them. We acknowledge the vital role parents have to play in helping us to encourage the development of self-control and discipline. We aim to foster a happy, Christian, learning environment in which children and adults alike can:

1. Work quietly and independently, respect the needs of other children.
2. Respect the rights and possessions of others.
3. Be polite and courteous towards adults and children within the school.
4. Observe the conventions of speaking and listening within their level of understanding and maturity.
5. React fairly with one another and be honest and truthful.

To achieve this we provide:

1. An effective curriculum, appropriately differentiated to engage and motivate all pupils.
2. An organised environment where everyone feels safe.
3. Positive and consistent management of behaviour from all staff.
4. Opportunities for children to comment on what constitutes excellent behaviour and to take pride in their achievements.

Management of behaviour is carried out through high expectations and positive responses to good behaviour. This is supported by building close relationships with children, which are valued and respected. Teachers commend good conduct and children are made aware of the beneficial consequences of appropriate behaviour for themselves, their class and the whole school community. All adults who work in the school have a responsibility to encourage good behaviour. This must be actively supported through an effective partnership with parents and clear, positive communication.

This positive approach to behaviour management is underpinned by the key principles of Behaviour Management.

1. A positive approach adopted by all
2. Clear consistently applied expectations, rewards and sanctions
3. Creating an effective learning environment
4. Ensuring all needs are fully recognised and met
5. The modelling of appropriate behaviour
6. "Catching children being good"
7. A clear partnership with parents

Each class teacher will review periodically the rules for the classroom which follow a basic structure. This outlines behaviours which demonstrate respect and caring for oneself, others and property and are refined and detailed by each class appropriate to their level of understanding and maturity.

The basic structure for classroom/school rules are:

1. Be kind and helpful
2. Work hard
3. Always listen carefully
4. Look after property
5. Be honest and gentle
6. Love your neighbour as you would yourself

These basic rules are reinforced through a variety of strategies:

- Celebratory assemblies
- Class discussions and circle time (using PHSCE and SEAL materials where and when appropriate)
- Individual recognition for children and groups of children including recognition of sustained effort
- Use of individual and whole class awards/rewards

Good, social behaviours are rooted in feelings of self-worth and self-esteem. Self-esteem is the feeling of value or worth. It is how we judge ourselves as individuals and how we estimate what we can achieve. At Middleham School we foster the development of self-esteem by ensuring the children experience success and through acknowledgement of that success. This is demonstrated in a variety of ways:

- Listening to children and understanding their needs and perceptions
- Celebrating achievement publicly (in class or through daily worship whole school assemblies see appendix 1)
- Giving immediate verbal praise for individuals/groups or whole classes
- Adopting a "you can do it" approach
- Being approachable so that children feel safe to share their concerns and anxieties
- Showing sensitivity and diplomacy when children find grasping the areas of learning difficult
- Building trust by being fair
- Ensuring adults are positive role models and have good relationships with others
- Ensuring children know their goals, marking work promptly and acknowledging effort.

### Partnership with parents

Parents and carers have a vital role to play in fostering good behaviour. Close home/school liaison is essential. School makes regular opportunities for parents and teachers to celebrate achievement and share concerns. It is expected that parents will act as good role models at all times. The parental responsibility extends to ensuring children maintain good levels of attendance. It is essential that children are punctual and attend regularly; any irregularities, lateness and excessive holidays during term-time will be followed up.

### Reward System and Sanctions

Please refer to Appendix 1 for guidelines

### Early Intervention & Discipline Guidelines

Staff will use a variety of techniques to modify behaviour and calm a situation such as diffusion, discussion or withdrawal. Minor incidents such as running in the cloakroom or hall should be dealt with by a member of staff close to the situation. Discussion with the child and modelling of appropriate behaviour is often enough in these circumstances.

More serious incidents, such as rudeness or aggressive behaviour, should be dealt with by a member of staff as well as being reported to that class teacher. This type of behaviour is often dealt with by an apology, discussion, behaviour modelling of positive behaviour and loss of privileges. The class teacher should log such incidents in the school incident book and keep the parents fully informed and included in all discussions.

The Headteacher should be kept informed and if the behaviour persists an appointment will be made to see the child's parents to work out a strategy to meet the child's needs. Review dates will be set to monitor the success of the strategies used. The school will draw upon advice from outside agencies if appropriate. If a very serious incident occurs or there are continual incidents which do not indicate an

improvement in behaviour, it may lead to suspension or exclusion. This is an extremely rare event. The aim of the school strategy is to avoid this ultimate sanction.

### Bullying

We recognise the need to act as a whole school community to stop bullying occurring. We communicate a strong anti-bullying message to children through the school ethos. Bullying will occur in any school setting. Through our PSHCE curriculum and our approach to spiritual and moral education we aim to bring these issues out in the open. We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We will follow-up every incident of bullying appropriately and will include relevant parents in our discussions. A separate anti bullying policy is available on request.

### Children beyond normal rewards and sanctions

Children who are unable to respond to the code of conduct set out in our behaviour management policy are regarded as having special educational needs in the area of social and emotional support. Individualised educational plans (IEPs) may be drawn up in such cases in accordance with the school's special needs policy.

Where appropriate and in accordance with the school's special needs policy, external support agencies will be involved to advise on the development of IEPs and to monitor progress in response to intervention. This school operates on the basis that any child with behavioural difficulties is recognised and supported by the entire staff. Class teachers in particular will be provided with support and practical assistance from all staff in addressing the needs of individuals and applying the expectations and targets set for them in their individualised, personalised IEPs.

### Physical restraint

On rare occasions physical restraint may be necessary when verbal commands will not control behaviour. It will only be used to prevent a pupil causing harm to him or herself or others, refusing to follow instructions, such as refusing to leave a

classroom, or seriously damaging property. Wherever and whenever possible, forms of physical restraint will be discussed and agreed with parent/carers and will be used only after de-escalation techniques have proved ineffective. Such agreed forms of physical restraint will be included in PSPs, or similar. Incidents of physical restraint will be recorded and will be handed to the Designated Safeguarding Lead

The purpose of intervention will be to restore safety and will continue for no longer than necessary and will use only the minimum amount of force necessary.

This policy will be reviewed every year and is due for renewal in April 2020.

#### Appendix 1 Guidelines for Rewards and Sanctions:

Each class teacher will set up a system to reward class and individual effort and achievement:-

Currently this will take the form of

- Children receive a "Bee point"" which over time accumulate to a prize or special time.
- For Friday Celebration Assembly, teachers nominate children to celebrate good work, attitude or behaviour.
- For particularly good work, a child may be sent to the head teacher to show their work and collect a reward sticker.

The school staff have worked with the School Council to develop a new behaviour management system should it be needed.

Currently each school has their own system within the classroom

#### Guidelines.

In order to encourage good behaviour both in and out of school the following rules will apply:

Children will be discouraged from running in school.

They will be encouraged to be respectful to all staff and parent helpers and all other adults visiting school.

Children should remain in specified areas and should be clearly aware of activities they are allowed to engage in during wet playtimes.

Children will be encouraged to come to school no earlier than 8.45 a.m. During periods of inclement weather children will be encouraged to come into the school building at the discretion of the teacher on duty.

When the weather is fine, children will play together outside.

A rota of teaching staff will supervise from 8.50 a.m. to 9.00 a.m.

Children are expected to attend school punctually.

Playtimes will be supervised by staff on a rota basis.

We aim to foster good behaviour through a system of praise and rewards and if necessary sanctions.

Agreed Date	September 2020
Review Date	September 2021