



THE LATIMER PRIMARY SCHOOL
Developing Responsibility; Caring about Achievement

BEHAVIOUR POLICY

Approved by Governing Body of Latimer Primary School: June 2017
Proposed review date and recommended frequency of review: June 2020 to be reviewed every 3 years.
Signed by Chair:
Other related policies: Anti-bullying policy, esafety policy, Anti- Racism Policy, Gender Inclusion Policy, Equality Policy and other care and guidance policies

Purpose

The purpose of this policy is to provide common, simple, robust and effective procedures for promoting effort and achievement through the 'Simple Truths' and '4Ls'.

Latimer Primary School is proud of the outstanding behaviour of its pupils. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued.

Where individual pupil behaviour becomes a concern, we will deal with matters quickly, fairly and firmly.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will be responsible for making sure that this policy is implemented and for reporting to governors on its impact. The head will:

- refer to the governing body's written statement of behaviour principles when reviewing the behaviour policy
- provide support and guidance in successfully implementing the behaviour policy
- ensure local authority guidelines and policies are adhered to
- ensure statutory government guidance on the exclusion of pupils is observed

The **Headteacher and staff** will apply the whole-school principles identified in the attached details drawn up by our pupils and staff.

Pupils are expected to observe the rules and to follow the Simple Truths at all times.

The **governing body** will support the school in following the school's policy and local authority guidelines. In exceptional circumstances the governing body will adhere to the government's statutory guidance on the exclusion of pupils.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving data from the Headteacher with regards to:

- Fixed-term and permanent exclusions
- Number of internal exclusions
- Instances of bullying and action taken
- Patterns/concerns arising re behaviour (broken down into pupil groups where necessary)

The governing committee responsible for behaviour will visit the school periodically throughout the year, at different times of the day and will report back to the Full Governing Body.

The Latimer Primary School

Behaviour Policy

The principles of the Latimer behaviour policy are underpinned by the simple truths and the anti-bullying policy.

The Simple Truths are:

- I will cross the road for you
- I will take responsibility for myself and others
- I am no better or worse than anyone else
- I take pride in always doing my best.

The school has agreed standards of behaviour with children and parents because it believes that good behaviour is essential for effective learning. We seek to provide children with positive values for a positive future. Children do not always conform to these agreed standards and a system of sanctions is therefore required, likewise reward systems are in place for those pupils who clearly conform to these standards.

Behaviour Systems of the School

There are three behaviour systems of the school; the main school day, lunchtime, and Breakfast and After School Club

The Main School Day

Rewarding Good Behaviour:

Frequent praise and reward for positive behaviour and attitudes to learning are used so that pupils receive recognition for their positive contributions to school life. Positive reinforcement is used to highlight this contribution, reinforces the Simple Truths and exemplifies the expected behaviour. For example; thanking a pupil for picking up a coat from the floor that has been bypassed by other pupils, praising the child who is sitting close by to a pupil who has not yet settled; thanking a pupil for demonstrating good listening skills while peers may still be restless and supporting the learning of peers. In most instances, praising pupils specifically for the behaviour they are modelling.

The school ethos and standards of behaviour are regularly shared with pupils; through displays in the classroom and around the school, in lessons and in assemblies led by senior members of staff.

At Latimer children are expected to demonstrate excellent behaviour throughout the school day and when children do, they are rewarded for such behaviour. There are a number of class specific and school reward systems in place which are used to emphasise when children are demonstrating expected behaviour as a model to others. Children may also be praised and rewarded for improved behaviour.

Rewards may include:

- Verbal praise
- Stickers
- Frequent general praise and recognition used in lessons e.g. using work as an example of expected outcomes / success

- Latimer Stars
- KS2 – Personal Points
- Displaying pupil's work
- Golden time
- Praise shared with parents at handover or via telephone commending good behaviour / progress in learning
- 4Ls Certificate

The school uses rewards to motivate pupils, create a positive learning environment, raise pupil self-esteem and provide systems which can be used by staff to contribute to raising levels of achievement.

Sanctions:

Where a child's behaviour does not conform to the simple truths and a child does not respond to a verbal **warning**, the following sanctions and interventions will be applied.

In all instances of poor behaviour parents / carers and school staff work together to secure changes.

Behaviour Logs

An instance of poor behaviour should be met by a staff member giving the child concerned a 'Behaviour log'. The behavioural problem will be recorded on a behaviour log sheet, shared with the child and related to one or more of the simple truths. The child should reflect and understand how his or her behaviour affects their learning and that of others. Parents /carers will then be informed either during handover at the end of the school day or via telephone, informing the parent of the poor choices the pupil has made and the sanctions for this behaviour.

There are occasions when a child receives a behaviour log that additional sanctions may also be applied alongside the behaviour log, such as:

- Pupil may miss part or all of a break time, whereby they are supervised and supplied with an appropriate activity
- Referral to the KS1 or KS2 behaviour leaders
- Time out in the classroom - EYFS

Green Card System

When 3 behaviour logs have been registered within half a term for EYFS and KS1 and within a term for KS2, the child shall begin a 'Green Card'. Before it begins, the sanction should be shared with the child's parent/carer. The Green card involves the child concerned taking responsibility for their behaviour on a lesson by lesson basis, which will be signed at the end of the day by the class teacher (or covering staff member). In addition the card shall be taken home by the child for the child's parent/carer to sign. The child should remain on the 'Green Card' for at least 5 school days of which they and the card are present. These 5 days may be extended until significant improvements in behaviour are demonstrated by the pupil. At the end of a consecutive 5 day period, the signature of the Head Teacher is also required, who will then, through consultation with the pupil and class teacher, determine whether the 'Green Card' should be extended. If during this period, the pupil behaves in such a way that their behaviour warrants another behaviour log, they will be moved onto a 'Red Card'.

Red Card System

If the child fails to respond positively to the 'Green Card' system a 'Red Card' will be introduced which is similar to the Green Card, however the signature of the Head Teacher or member of the SLT is required at the end of each lunch and again at the end of each school day.

In rare cases a child may automatically be given a 'Red Card' due to behaviours such as bullying and violence.

Further Discipline

It is anticipated that our behaviour system will cover the vast needs of pupils, however where there is serious and persistent significant breach of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others if the behaviour should continue further measures may be applied. This decision will be at the discretion of the Head Teacher and/or Leadership team.

The measures that may be applied include:

- Internal exclusion
- Fixed-term exclusion
- Reduced timetable
- Permanent exclusion

Whenever these sanctions are applied the school will consult with specialist schools and the local authority and where fixed term and permanent exclusion apply the school will follow the *Government's Exclusion from maintained schools and academies and pupil referral units in England* statutory guidance.

<https://www.gov.uk/government/publications/school-exclusion>

Additional Actions

In extreme circumstances where a pupil's behaviour poses a risk to themselves or others, positive handling may be required. Where need arises, training will be sought by key members of staff and records of such incidents shall be recorded and shared with parents.

Where children have special educational needs the class teachers and SLT will work with parents and other agencies in how best to support children with their individual needs. This may include agencies such as Autism Outreach Services, Oakfield Short Stay Primary School, the Educational Psychologist, and an Affinity Specialist Leader of Education. In all instances both the welfare of the child and the whole school community will be taken into consideration.

Behaviour systems outside of the main school day:

Pupils are expected to demonstrate high levels of good behaviour regardless of the time of the day or activity. However, the school does acknowledge that the behaviour of pupils does slightly differ from the main school day, and therefore a slightly different approach to managing behaviour is taken at these times.

Lunchtimes

Where possible, behaviour is managed positively with a clear system in place for rewarding positive behaviour. Activities are organised to engage and occupy pupils throughout the lunchtime period and the good behaviour of individuals is highlighted and used as an example for others.

Rewards:

'Happy Lunchtime' Reward:

- Instant reward given to individuals such as a pom-pom or cube, these are looked after by the pupil until the end of lunch time
- Instant rewards are collated into a class jar and kept until the end of the week
- The number of individual rewards in the class jar are counted and compared in the celebration assembly at the end of the week
- The winning class is declared and awarded a class 'prize'.
 - Class prizes have been discussed with the pupils and may include:
 - An additional break time
 - Extra golden time
 - Mini disco
 - Extra P.E. lesson
 - Watch a short film

Other rewards that may be used:

- Top table. Each half term the midday supervisors nominate 8 pupils from each key stage to sit on the 'top-table' based on their behaviour.
- Verbal praise
- Certificates

It should be made clear that each of the above rewards may be given for good or improving lunchtime behaviour.

Sanctions:

Where a child's behaviour does not conform to the simple truths and a child does not follow the school's behaviour policy, the following 3 tier approach to sanctions will be applied.

Level 1: Minor or moderate unacceptable behaviour will be met with a warning from the midday supervisor. A brief reminder of the expected behaviour will be shared with the pupil.

Level 2: Where a warning has been issued and a pupil persists in demonstrating unacceptable behaviour or a pupil demonstrates more serious behaviour, a 2 minute reflection time with a midday supervisor will be imposed, and apology made by the pupil. This reflection time will be increased to 5 minutes should a pupil respond in a negative way such as refusing to complete the initial 2 minutes or is rude to the member of staff.

Level 3: If a pupil argues or refuses to complete the 2/5 minute reflection time, is suspected of bullying, a 'hate' incident or violence the case will be handed over to a member of the SLT. The member of the SLT will talk through the incident with the child and return them to the midday supervisor to apologise and to carry out the reflection time. If a pupil is referred to the SLT they will make the decision whether a behaviour log or red card will be issued depending on the severity of the behaviour and in-line with the sanction system used during the main school day.

Breakfast and After School Club

Rewards

Breakfast and Afterschool Club operate in-line with the same principles as the rest of the school the school day, ensuring that positive behaviour management is used in the effective reduction of incidents of poor behaviour. This includes ensuring pupils are engaged throughout the session and using positive reinforcement to exemplify the expected behaviours.

Rewards that may be used:

- Verbal praise
- Stickers
- Latimer Stars

Sanctions

Any persistently mild or moderate negative behaviour will result in the child being given a **warning**. They will be talked through options to improve their behaviour to ensure this does not cause further problems. Where appropriate EYFS and KS1 pupils, may then be given a short 'time out' session to calm down and reflect upon the behaviour and how they will respond to the advice and options that have just been discussed.

Should this behaviour be presented again, or another case of mild or moderate negative behaviour displayed then a **behaviour log** will be presented. Behaviour logs may also be given out immediately if a serious problem occurs. When a behaviour log has been issued, the child will be given further time out. Parents will then be notified of this behaviour log on the same day and will be expected to reinforce this with their child.

If a child receives **3 behaviour logs** within half a term for EYFS/KS1 and one school term for KS2, then they will be issued with an **orange card**. This orange card will track the child's behaviour at the sessions they attend and should show an improvement in behaviour. Parents will again be informed. This orange card will be issued and monitored closely by the Co-head teachers /SLT.

Should a child be involved with or display any further offensive/negative behaviour whilst on this orange card this may result in the child receiving a **ban from the club for one week**. This sanction may also be applied if a child demonstrates a serious breach or persistent breaches of the school's behaviour policy or when a child's behaviour may cause harm to the welfare of pupils or others in the school.