

Longman's Hill Community Primary School

Policy to promote positive relationships and behaviour

Policy adopted: 25th January 2016

Person responsible: Jan Elcock (Headteacher)

Date of next review: January 2020

Introduction

This policy was developed from consultation with staff, governors, pupils and parents.

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of **all** members of our school community; this includes staff.

Aims, expectations and principles

Relationships and behaviour are integral to our happy, healthy and safe learning community. It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

We have only **three school rules** for our pupils. These are:

- 1) Follow instructions immediately, the first time of asking.
- 2) Keep hands, feet and unkind words to yourself.
- 3) Respect everyone and everything.

We expect all pupils and staff to adhere to these three simple rules.

We reward children for positive behaviour- those children who follow rules consistently and make good choices.

For children who do not follow our school rules, we have negative consequences.

This policy aims to clearly set out the systems we have in place at Longman's Hill Primary School, both to reward good behaviour and address negative behaviours in a **consistent** way across school.

However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings).

There are two key reasons for using the language of 'choice':

- 1) it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
- 2)it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

See *Appendix 2* For examples of the language of choice

At Longman's Hill, we firmly believe that praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Roles, Rights and Responsibilities

In order to promote positive behaviours and encourage children to make good choices about their own behaviour, all members of our school community have a role to play as outlined below.

Pupils

It is the responsibility of pupils to **make good choices**, with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

Pupils should follow three simple rules to avoid bad choices:

- 1) Follow instructions immediately, the first time of asking.
- 2) Keep hands, feet and unkind words to themselves.
- 3) Respect everyone and everything.

Following instructions will include '3-2-1-Stop'; in our school in every classroom and area of school, this means three things:

silent voices ("3")
empty hands ("2")
eyes on the speaker ("1")

"3-2-1-stop" is the mechanism all adults in our school use to draw children back together ready to listen, for example after group or paired activities in class, team games in PE, or in other situations requiring attention of the full class such as on trips etc. They will say 3-2-1 stop as well as counting back on their fingers in the air to signal to the children. This provides a multi-sensory approach.

Class Teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- 1) praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- 2) follow our warnings system, making explicit why: always state what rule they have broken, and always record serious incidents
- 3) display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when you explain why you are praising / warning
- 4) be consistent with all consequences
- 5) treat each child fairly and with respect and understanding
- 6) apply these principles, roles and responsibilities with their own class and around school
- 7) be a positive role model by demonstrating positive relationships with everyone in school

For children who repeatedly fail to follow the school rules and continue to make 'bad choices':

- 1) bring the child(ren) to the attention of the SLT / headteacher
- 2) liaise with external agencies, as necessary, to support and guide the progress of each child eg discuss the needs of a child with the education social worker or LA behaviour support service
- 3) report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Support Staff including GTAs, ATAs, MSAs and Admin Staff

It is the responsibility of teaching assistants, MSAs, office staff and all other adults in school to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- 1) support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- 2) implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- 3) ensure the health, safety and welfare of all children in the school
- 4) maintain a record of all reported serious incidents of misbehaviour
- 5) issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives five warnings or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- 1) be aware that we have school rules (often communicated to parents) and to support them
- 2) co-operate with the school and support their child's learning
- 3) support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Rewarding positive behaviour and good choices (positive consequences)

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards. Classes and their teacher will decide a set of appropriate rewards at the start of the year. We feel this is important as it gives the children ownership and also means that the reward will more likely be 'age appropriate'.

Some of the positive consequences for the good learning, good choices and good behaviour that children show may include:

regular verbal feedback to reinforce positive behaviour (1:1)
 reference to good role models in the class and across school/ wider community
 children are congratulated in a more public arena – in front of the class for example
 stickers or other small prizes / treats (not sweets typically)

Additional to the class rewards, we also give a special certificates out each week in every class for children demonstrating effective learning and to acknowledge the effort put into work. Additionally, a child will be chosen each week to receive an award based on good behaviour. These children will be presented with a gold badge, and will be 'Behaviour Ambassadors', acting as good role models for other children in school. The children will be able to wear this badge for a week before handing it over to the next winner in the following week's assembly. They will receive a certificate to keep and will have special privileges during the week as follows:

- 1) They can be the first in all class lines including at dinner time
- 2) They can sit on a chair in assembly and choose a friend to do the same
- 3) They can do special jobs in the classroom and around school that week.

We try hard to promote positive relationships in school and to this end, each child is part of a 'school family'. We have 7 school families in school. Each school family has a named teacher to lead it, other staff to support and a few children from every year group across school. This vertical grouping gives good opportunities for children to mix with others who they may not normally associate with and families participate in events throughout the school calendar in order to strengthen and develop their family bond. It also provides valuable opportunities for children to develop responsibility for caring for younger pupils, providing them with positive role models. Fab Family Tokens are given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school – the school family with the most Fab Family Tokens are awarded the Fab Family Cup in Friday Assemblies. At the end of each term, the family who have won the cup the most often will win a special prize. Children can earn Fab Family token at any time of the day and they can be given to children by any member of staff including teachers, TAs, admin staff and MSAs.

Golden Assemblies.

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. We give termly certificates for good attendance.

Addressing Negative Behaviours

Staff at Longman's Hill Primary will employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules which are simple for all children to understand and follow, regardless of their age.

We have a series of consequences if someone breaks a rule:

<p>Start of every day, children start on green smiley to show we EXPECT good behaviour from all.</p>	<p>All children have a named peg clipped onto green smiley at the start of the day. Each day is a fresh start.</p> 
<p>STEP 1 1st negative behaviour</p>	<p>Child given a verbal warning about their behaviour and are reminded about the rule they have broken. The named peg is turned over showing their name in red on back of peg.</p> 
<p>STEP 2 2nd negative behaviour</p>	<p>Child is given 2nd reminder and their peg is moved to amber smiley.</p> 
<p>STEP 3 3rd negative behaviour</p>	<p>Child's named peg is moved to red smiley. Child is sent to a 'buddy class' for 15 minutes with an egg timer to show the passing of their time and must miss their next morning break to make up the work they have missed. When the child returns to class, their peg is moved back to amber.</p> 

This is a '3 strikes and you're out' system which is usually very effective and can be implemented consistently in a range of teaching / learning situations and environments.

These 3 steps are usually sufficient warning for a child. However, in some circumstances, children may return from a buddy class and continue with low level, disruptive behaviour (such as chatting, not following instructions first time, being uncooperative). In such circumstances, staff will move to step 4:

<p>STEP 4 4th negative behaviour</p>	<p>Child's named peg is moved back to red smiley. Child is sent to a 'buddy class' for a further 30 minutes and must miss 30 minutes of their next lunch break to make up the work they have missed. Additionally, pupil is sent to</p>
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	headteacher to discuss their behaviour and parents will be informed by telephone.
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Each day, every child has a fresh start and begins the day once again on the green smiley. However, the class teacher or TA will keep a log of pupils in a book who have had to leave their own class and go to a buddy class, whether at stage 3 or 4. Children who appear on this list 3 times will be brought to the attention of the headteacher who will contact parents by letter to inform them about the repeated poor behaviour in school. School will seek to work alongside parents to secure an improvement in behaviour. In circumstances where there is no marked improvement, the headteacher will write to parents again and invite them to a meeting in school where a more structured behaviour plan will be considered.

In circumstances where a child's behaviour is so disruptive that they are sent to a buddy class 3 or more times within a rolling 7 day period, the headteacher may issue a fixed term exclusion under the category of 'repeated disruptive behaviour'.

All children are aware of these negative consequences and they are clearly displayed in every classroom to ensure consistency.

Addressing Unacceptable Behaviour during lunch break- the roles and responsibility of MSAs.

The smileys are mounted on a mobile stick to enable the MSAs to take them outside at lunch time so that behaviour continues to be monitored and addressed in a consistent way, regardless of where pupils are in school and what time of day it is. Children requiring time out during lunch (reach step 3 or step 4) will spend 15 minutes sitting out of break so that their time is paid back instantly rather than impacting further on lessons. The MSAs will deal with any unacceptable behaviour promptly during lunch time. They will pass on any important information about serious incidents to the class teacher after the end of lunch break, having dealt with the issue themselves using the systems in place in this policy. Children must be clear that ALL adults in school will deal with inappropriate behaviour in a fair and consistent way; in this way the children will develop respect for all staff.

Dealing with Serious Misbehaviour

Serious misbehaviour will be dealt with consistently, fairly and promptly (eg disrespect to staff, property or cultures, swearing, fighting). This type of behaviour is very rare at Longman's Hill but nevertheless will not be tolerated. Every class has an emergency red card which can be sent to the office if classroom staff require prompt assistance with any issue which may include dealing with extremely serious misbehaviour (in addition to medical emergencies).

Such behaviour would result in stage 1 to 4 being automatically by-passed and the child would be sent immediately to the headteacher. Parents will be contacted immediately by telephone. The headteacher may, if appropriate, issue a fixed term exclusions to children involved in serious incidents- see later information regarding exclusions (Appendix 1)

All staff are trained to restrain pupils where appropriate to protect themselves and others from harm. Children are never restrained unless it is the only option available in order to prevent harm.

We expect our children to behave well and try their best in all they do.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

We expect children to make good choices and older children to set a good example to younger ones.

We expect children to not support the misbehaviour of their peers.

We expect and encourage children to tell an adult of misbehaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity (using 3-2-1 stop) and prevents the child from taking part for the rest of that session.

At the start of each school year, the class teacher discusses the school rules with each class making the consequences for negative behaviour clear. These sanctions are displayed in every classroom. They also agree a set of appropriate rewards for good behaviour.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Bullying

The school does not tolerate bullying of any kind. Please see our Anti Bullying Policy

Monitoring

The SLT and headteacher monitor the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher keeps a record of children who have had to move to a buddy class (warning 3 and 4) and the behaviours which resulted in the removal of the child from class. We also keep a record of serious incidents that occur at break or lunchtimes. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial incidents must be reported to the local authority; homophobic incidents are also recorded. It is the responsibility of the governing body to monitor the number of fixed term exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1: Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, s/he informs the parents immediately by telephone, giving reasons for the exclusion. The headteacher will write a letter to parents which will be given to them when they collect their child which makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body and how to make any such appeal.

Appeals against a fixed term exclusion

A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

Appendix 2: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of

an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off

your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these

scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.
 Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourself' which reminds of the rule

which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Adapted from lunchtime supervisor training,

Melanie Barber and Mary Strode, Primary Strategy Consultants – Behaviour & Attendance / SEAL

Date of last review by governing body

January 2018

Date for next review

January 2020

<p><u>Policy Adopted by Headteacher</u></p> <p>Name: Mrs J Elcock</p>	<p><u>SIGNATURE</u></p>	<p><u>DATE</u></p>
<p><u>Policy Adopted by Chair of Governors</u></p> <p><u>(on Behalf of Governing Body)</u></p> <p>Name: Mrs S Porter</p>	<p><u>SIGNATURE</u></p>	<p><u>DATE</u></p>