

# Lickhill Primary School



## Behaviour Policy

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Ratified by the Governing Body on: 05.02.18

Signed : *A. Bhardwaj*

(Chair of Governors)

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

## **1. Rationale/Introduction**

1.1 The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy and secure within a spirit of mutual respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.2 At Lickhill Primary School we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. In order for our children to learn effectively we accept that time must be invested in establishing and reinforcing our expectations of good behaviour.

1.3 The development of positive social, emotional and learning behaviours is at the heart of our approach.

*Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ*

(Duckworth and Seligman, 2005)

## **2. Aims and Objectives**

2.1 We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives, become independent, enthusiastic learners with a willingness to take risks.

2.2 From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness to be fully equipped for an ever changing and fast paced future.

2.3 We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child.

2.4 Being able to manage and understand their emotions, to apply thinking between feeling and action and to increasingly show empathy and understanding to others is core to our work.

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### **3. Strategies/Implementation**

3.1 We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school.

3.2 The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other, as our example has an important influence on the children.

#### **Thrive**

3.3 Thrive underpins our whole approach to relationships within our school community. It is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in break and lunchtimes where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

3.4 Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

3.5 Life events can introduce episodes which become interruptions to some children's development. The THRIVE programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in Key Stage One and Two or reparatively with older children THRIVE supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

3.6 With a programme of continuous development, our vision is for all our staff to be trained as THRIVE Licensed Practitioners and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic

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progress. Our Thrive room is offers a space for one to one work and 'Come Dine with Me' during lunchtime.

### **Vital Relational Functions**

3.7 We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as the Vital Relational Functions. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland<sup>1</sup> 2003/2006/2007; Kohut<sup>2</sup> 1984; Stern<sup>3</sup> 1998). These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Attunement:** The adult will attune to the pupil's emotional state, demonstrating an understanding of the intensity and pitch of the child's emotional state.
- **Validation:** The adult will validate the pupil's emotional state, demonstrating an understanding of their perspective and feeling.
- **Containment:** The adult will contain to the pupil's emotional state, ensuring they feel safe.
- **Soothing:** The adult will support the child to regulate themselves.

3.8 At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour. This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

### **PLACE – Dan Hughes**

3.9 Dan Hughes spells out the key features that can help children grow a healthy sense of themselves. He suggests these 5 qualities make up the best background atmosphere for emotional learning – PLACE: P=Playful L=Loving A=Accepting C=Curious E=Empathic

### **Seven Secrets of Success - Mindset**

3.10 To raise self-esteem and aspiration we have developed our Seven Secrets of Success. This articulates the habits, attitude and mindset needed to achieve success. The Seven Secrets are :

- Be ambitious (aspire to greatness)
- Be a risk taker (Challenge yourself)
- Be innovative (find a creative solution)

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- Be a team player (respect, cooperate and share)
- Be strong (show resilience)
- Be focused (work hard)
- Be proud (celebrate success)

### **Monitoring Behaviour and Feedback to Pupils**

3.11 Each KS1 and KS2 classroom has a Zone board as a tool for behaviour management. At the start of each day all pupils start in the green zone. If a pupil works well and behaviour is good they may move up to silver and then up to gold. If a pupil receives a warning about their behaviour they will move down a level. If a pupil is moved down to orange then they must make a real effort to make the correct behavioural choices given to them by the teacher. If the correct choices are not made then the child may enter the red zone and consequences, such as missed breaks etc, may occur.

3.12 Some pupils may have individual charts or report cards that are used to monitor behaviour. These will be implemented if there are persistent issues around behaviour and attitude.

### **Rewarding good behaviour at every opportunity**

3.13 We will try to catch children being good in all situations and recognise this appropriately. All adults will use informal and instant recognition and praise around school as often as possible.

3.14 We encourage good behaviour patterns by using the following strategies:

- Non-verbal signs
- Positive verbal comments and praise
- Written comments in books with constructive and or positive feedback
- Giving children responsibility and trust
- Celebrating achievement and sharing successes
- Informing parents
- Celebration Assembly
- Star of the Week
- Stickers
- Bee of the Week
- Golden Gang

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### **Positive Behaviour Management**

3.15 Our procedures are designed to make it clear to the children how they can achieve acceptable standards of behaviour. We aim to use rewards as a motivational tool, showing that good behaviour is valued and appreciated.

3.16 We believe that a positive approach to behaviour management has a positive effect on children. Therefore we have many positive reward systems in school – these are outlined below:

#### **Green Cards**

3.17 A Green Card should be completed if a child displays behaviour that goes beyond the expected norm during playtimes, break times and other times in the school day, and occasionally may include lesson time. Any member of school staff may fill these in. Any pupil given a Green Card should be moved up to gold on the class zone board. Every opportunity should be made to talk positively about pupils who receive these awards to the rest of the class. Green Cards should be handed to the Deputy Head Teacher at the earliest point. Each child who receives a Green Card will have their name written on the school newsletter.

3.18 Types of behaviour that warrant a Green Card could include:

- Helping others / doing a good job
- Being kind
- Making a real effort to get on with other children
- Being a good friend
- Leading others
- Extreme examples of politeness
- Any other positive behaviour that goes beyond the norm

#### **Rainbow Chart**

3.19 Rainbow points should be awarded for excellent academic achievement in school work and homework. Children that have gained all of their points within each coloured band shall receive the relevant coloured badges in the celebration assembly on Fridays.

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### **Star of the Week**

3.20 Each week teachers will nominate one child to be Star of the Week for exceptional attitude, perseverance or achievement. This is awarded in the Friday assembly with a Star of the Week badge and is communicated to our school community on the newsletter.

### **Bee of the Week**

3.21 Each week teachers will nominate one child to be Bee of the Week for exhibiting of the Seven Secrets of Success. This is awarded in class with a certificate.

### **Positive Feedback to Parents**

3.22 We recognise that parents have a right/need to be informed when their child has achieved something positive so that they can celebrate this at home and encourage their child to feel proud. Parents will receive a letter, comment in home school diary, postcard or text message from school; highlighting the success of their child.

### **Consequences and Sanctions**

3.23 We aim to focus on positive behaviour and achievement but when a child forgets a classroom/school rule, or breaks it on purpose, consequences will be used consistently and fairly. Consequences for actions are very important and a message goes beyond the punishment itself. We will not accept behaviour that affects the learning and well-being of others. This also includes bullying at any time. Therefore if children do not conform to classroom/school rules and codes of conduct one or more sanctions may be applied.

### **Red Cards**

3.24 Red Cards should be given as a result of a persistent failure to make the correct behaviour choices or for a serious one off incident. If a child enters the red zone during lesson time careful consideration will need to be made as to how to manage the situation. It may be that the child needs to be removed from the lesson by another member of staff. If a child rectified the situation quickly, a Red Card might not be issued.

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3.25 Any member of school staff may fill in Red Cards during different times of the day whilst a pupil is on the school premises. Any pupil given a Red Card during break times or lunchtime should be placed in the Red Zone on the class zone board.

3.26 Red Cards should be handed to the class teacher. A discussion between the adult completing the card and the class teacher should administer an appropriate consequence. This should be shared with the pupil and it should be made clear to them what they need to do to modify their behaviour. Pupils need to be informed that they have breached school rules and that this type of behaviour will not be tolerated.

3.27 Types of behaviour at playtimes, lunchtimes or other times including lesson times that should warrant a report card:

- Inappropriate language
- Fighting / Physical aggression
- Bullying
- Continued inappropriate behaviour despite several warnings
- Absconding

3.28 Red Cards are handed to the Deputy Head Teacher for recording and further action may be taken.

### **Use of Restorative Justice**

3.29 Restorative Justice may be employed when appropriate. This is when the two parties are brought together to discuss what has happened once they have both had time to calm. A teacher or TA will help organise this meeting, chairing the process to enable both sides to put their point of view across fairly. The Social and Emotional Aspects of Learning and Thrive strategies are adopted across the school and there is on-going work to embed this into our curriculum.

In the unlikely event of a pupil's behaviour presenting a serious danger to themselves and others and/or threatening good order within school, 'Positive Physical Intervention' techniques need to be adopted by fully accredited and suitably trained staff. This will always be used as a very last resort after other de-escalation strategies have failed. Parents will be always be contacted in the unlikely event of this happening. Parents of pupils where there is a history of challenging behaviour at school will be requested to complete a 'Positive Handling Plan' with a member of the Senior Leadership Team.

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3.30 In cases where behaviour is extreme and rules are consistently broken, despite all positive approaches being given, and extensive Thrive support and 1:1 work being developed, then an exclusion from school may be issued. These would be either fixed term exclusions, or permanent exclusions.

### Fixed term exclusions

3.31 Depending on the type of behaviour and reason behind such behaviour, a set number of days exclusion from school will be organised. A letter will be sent home and a meeting with parents/carers organised to explain the reasons for the exclusion. Work will be sent home with the parents/carers and a return to school meeting organised to set conditions and rules for reintegration into school.

### Permanent exclusion

3.32 This is a last resort and will only be issued in response to a serious breach, or persistent breaches, of our school's behaviour policy. In allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. Current statutory guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' (2012) will be followed in these cases to ensure all legal requirements are followed correctly.

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### The table below outlines the consequences and sanctions at Lickhill Primary School

Stage	Description				Involvement
1	Correction and reminder of what is expected – (move pupil down the zone board from green to orange). Pupil given the opportunity to move back up into the green zone.	Time out – in different forms including sending to another class – staff have identified timeout buddies and time to calm down and get over anger. This can be used instead of Stage 3	Peer counselling/mediation – used to help identify what happened and why and to discuss better ways to resolve problems (used for group incidents and to resolve disputes) AND/OR * Restorative Justice	Exclusion from School/class trip	Parents contacted by the class teacher if there are persistent incidents over a period of time.
2	If no improvement in behaviour occurs then the pupil should be moved down into the red zone.				
3	The teacher may consider moving the pupil within the classroom environment.				
4	Sanction A proportion of a playtime will be missed depending on the severity of the behaviour spending time with the class teacher at playtime or lunchtime. Playground supervisors who are on duty during playtimes may wish to remove pupils from the playground as a result of poor behaviour. They will need to send for a member of SLT. A report card must be filled in and handed to the class teacher if this is the case.				
5	If a pupil receives 3 or more Report cards in a week or many over a short period of time the class teacher in consultation with SLT will need to arrange a meeting with parents.				Parents notified
6	Placing on report. Children will be given a card with specific targets for behaviour. Daily completion of this card at home and school will be through a short comment and facial symbol. SLT will meet with pupils to check on progress and decide the length of time this card is required. When a sustained effort to improve has been seen, the report card will stop, but the child will be monitored closely.				Parents notified and reported to governors
7	Exclusion from club(s). Clubs are a privilege not an entitlement. Therefore if children do not act respectfully towards visitors, our teachers and others who attend the club, they will be excluded from it.				Parents met with regularly, Special Needs Register Support Assistant,
8	Internal exclusion/isolation for an agreed period of time				Involvement of outside agencies –EP...LST
9	Fixed Term Exclusion – x no. of days				PSPs, PRU, reported to governors
10	Permanent Exclusion				