

Longlands Primary School

Relationships and Behaviour

Policy



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1. **Rationale**

Longlands Primary School is committed to helping children and adults achieve more whilst operating positive behaviour management strategies to promote the welfare, learning and enjoyment of children. We expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the school. In particular, this policy reflects the need for adults within school to act as key agents of change in determining children's behaviour and challenges adults to consider how their words and actions contribute to the children's view of themselves and others.

As a school we have a responsibility to support the growth and maintenance of positive relationships and that there will be times when relationships rupture and we all have a duty to help repair these. Our strategy for behaviour is blended with our valuing of strong relationships which is the foundation on which our policy is built.

This policy has been written to ensure that best practice and procedures are carried out at the school and it complies with the legal requirements of the Early Years Foundation Stage statutory framework.

2. **Aims of the Behaviour Management Policy**

- It is the main aim of our school for every member of the community to feel valued, respected and that everyone has a right to be treated fairly.
- The school will provide a caring community, where ethos and values are built on respect for all.
- The school aims to promote an environment where everyone feels happy, safe and secure.
- Help children to develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.
- Foster confidence, self-discipline and increase children's self-esteem.

- Promote a restorative approach to children's behaviour and encourage self-reflection.

3. Implementation of the Policy

- The staff and children at Longlands Primary School work together to adhere to a clear set of rules which form the basis of our 'Golden Rules' within the school. These rules will be displayed in the school and parents and children (if appropriate) will be required to sign to say they agree to abide by the rules.
- The school places an emphasis on developing self-discipline by directly teaching the principles of choices and consequences which result from those choices. We stand by the principles of the 3 Es which form our school motto:

Everyone is valued.

Everyone is aspirational.

Everyone is proud.

- The school has 3 concise statements which constitute our school rules, which are agreed by staff and children and form the ethos of the school:

Be Ready, Be Respectful, Be Safe.

Be ready	Be respectful	Be safe
<p>Dressed in appropriate school uniform Calm entry into the classroom Listen with your eyes and ears Respond to the adults signals and instructions Hands free when asked Take part in the lesson Get enough sleep Use your 3 before me</p>	<p>Listening to peers and adults Taking ownership of equipment Being kind Being respectful and showing kindness to others ideas and beliefs Using kind words Using our manners Looking after school property Looking after our school and each other</p>	<p>Wonderful walking around the school at all times Knowing how to keep ourselves safe online Knowing how to seek help from an adult if we need it Personal space: tucking in chairs transitioning between tables, telling an adult before leaving the room. Keep your hands and feet to yourself Remaining calm and listening to adults following fire drills and lockdowns</p>

- The school will ensure that new children are taught the rules and these will form part of a 'Home/School Agreement' that is signed by the parents. This agreement may be referred to if a problem arises with a child's behaviour or conduct at the school.
- Good behaviour will be celebrated and rewarded by using agreed strategies including verbal praise, behaviour acknowledged on Class Recognition Board, show work to another adult, a Golden Award, contact with home or an appropriate SLT/Headteacher reward. Staff are not to use independent extrinsic rewards outside of those specified here.

4. Visible Consistencies

Central to the implementation of the Behaviour Policy is the need to ensure staff and children maintain a number of key visible consistencies. These consistencies serve as a reminder of expectations we have for ourselves and others in school and it is the responsibility of all staff in school to ensure they and the children adhere to them. These include:

- ✓ Staff meet and greet children in the morning.
- ✓ When moving around the site, children should be demonstrating 'Wonderful Walking'. This consists of children walking in single-file, with their backs straight and arms by their sides. Whilst walking, the children should not be talking.
- ✓ Staff will accompany the children to the playground at playtimes and at the end of the day. At playtimes, there must be an adult on duty before children are left.
- ✓ A 'Class Recognition Board' is displayed in each classroom, with the expectation that children will contribute to this regularly.
- ✓ Staff notice and respond to good behaviour exhibited by children from across the school.
- ✓ All staff intervene whenever incidents occur – following restorative approaches where possible.
- ✓ All staff challenge children who are not keeping school rules in a non-confrontational way – using key phrases as needed.

5. Dealing with negative behaviour

At all times, staff members will set a positive example by behaving in a respectful manner and acting in a calm and consistent way. This will encourage and foster an atmosphere where children and adults respect and value one another and treat each other with respect and care.

To ensure that all members of our school community have a clear understanding of what constitutes poor behaviour, we have produced a table of behaviours (Appendix 1) which is broken down into four stages. Behaviours in each of the four stages may be addressed in the following ways:

- Stage 1: Behaviour incidences which can be addressed using a drive-by conversation and require reminding of relevant school rule (Ready, Respectful and Safe). Examples of behaviour drive-bys (Appendix 2) is in the appendices.
- Stage 2: Behaviour incidences that would automatically trigger a restorative conversation to be held in the child's own time (normally break or lunchtime) and may require a further conversation with a parent or carer at the end of the school day. Restorative conversations can be structured using the following questions:
 - What happened?
 - Who has been affected? Who else?
 - How have they been affected?
 - What needs to be done to put this right?

➤ *How can we do things differently in the future?*

- *Stage 3: These are recurrent and persistent behaviour choices from Stages 1 or 2. At this stage, the school would consider the need for a Behaviour Support Plan (Appendix 3) may be necessary.*
- *Stage 4: This is defined as any serious incident that disrupts or endangers the physical safety or mental wellbeing of learners and/or staff. A member of the school's Senior Leadership Team will automatically deal with incidents at Stage 4 and parents/carers informed and asked to attend school to discuss the matter. If it is deemed that a fixed-term or permanent exclusion is necessary, it will be done in-line with the school's Exclusion Policy.*

In incidences where school property or equipment has been damaged as a result of poor behaviour and cannot be adequately repaired within the school's capacity to do so, we do reserve the right to ask parents for a contribution to cover some or all of the associated costs.

On rare occasions, it may be necessary to restrain or handle a child where they pose a danger to either themselves or others. Where physical handling is necessary, it should be undertaken in-line with guidance in the school's Safer Handling Policy. If physical restraint is used, staff must complete an incident report log.

6. Parental Engagement

We believe that parents have a crucial role to play in shaping the attitudes that produce good behaviour in schools and how children view themselves and others in the world.

Parents and carers provide guidance and a good example by their own behaviour and we welcome and encourage them to play an active part in conversations regarding behaviour. In some cases, it may be necessary for parents and carers to attend school to discuss an aspect of their child's behaviour.

At Longlands, we know that a good relationship between school and parents is essential and, to facilitate this, when a child starts school the parents are invited to an induction meeting. At this meeting, the school's behaviour policy and the teacher's role in this is clearly explained. Parents are asked to support the policies and procedures adopted within school and, to reflect this understanding, sign a copy of the home/school agreement.

7. Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

8. Links with other policies

The contents of this policy should be read in conjunction with (but not limited to) the following policies:

- *Teaching and Learning Policy*
- *Physical Restraint Policy*
- *SEN Policy*
- *Safeguarding Policy*
- *Exclusion Policy*

- *Equalities Policy*
- *Online Safety Policy*
- *Uniform and Appearance Policy*
- *Staff Code of Conduct*
- *Whistleblowing Policy*

9. Appendices

Appendix 1

Table of Behaviours	
S4	<i>Any serious incident which disrupts/endangers the physical safety or mental wellbeing of learners or staff and requires logging on Pupil Asset</i>
SLT	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Learner to learner abuse over a sustained period. • Possession or use of objects which could cause harm to self or others • Stealing • Serious physical abuse which caused significant harm to others • Carrying and/or using weapons • Assault or Threatening Behaviours • Cyberbullying - text, images (still or moving) or sounds. • Racist incidents –see Race Equality Policy. These must be reported to the Local Authority.
S3	<i>Recurrent behaviour choices from Stages 1 or 2 that require Teacher (possibly with Phase Leader) meeting with parents/carers. SENCO to be made aware for possible consideration for Behaviour Support Plan.</i>
Class Teacher or Phase Leader	<p><i>Persistent incidences from below that are becoming more frequent and adversely affecting their own or others learning experience.</i></p> <p style="text-align: center;">Or</p> <p><i>One-off incidents whereby a learner has had to be handled by an adult, in line with positive handling procedures.</i></p>
S2	<i>Behaviour incidences that would automatically trigger a restorative conversation to be held in the child's own time.</i>
All adults in the school. Class Teacher to make contact with parents/carers where appropriate.	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Spitting • Damaging property, facilities or equipment • Being defiant towards an adult • Repeatedly ignoring staff instructions • Persistent disrupting of own or others learning • Scuffling/Play Fighting that results in injury to others • Intentional Swearing • Persistent name-calling designed to hurt another's feelings. • Recurring incidences from Stage 1 that have required multiple uses of the micro-script
S1	<i>Behaviour incidences that can be addressed using a drive by or use of the micro-script and require reminding of relevant school rule (Ready, Respectful and Safe).</i>
All adults in the school.	<p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Play fighting • Running in school building • Talking in line/Assembly • Talking when others are talking/interrupting • Name calling • Lying • Time wasting • Being inconsiderate

Appendix 2

Behaviour 'Drive-Bys' are a series of positive reinforcements to get/keep children on task. These include:

- Valuing contributions in discussions: *'I am so proud of you'*
- *'I am going to give you a moment and when I come back I would like to see...'*
- *'Do you remember what we spoke about previously?'*
- *'I can see how you find this hard, you need to think about how you can change this.'*
- Encouragement: *'I knew you could do it/keep going'*
- *'Everyone, give... a thumbs up because they were able to ...'*
- *'I am really impressed with ... because...'*
- Rule reminder: Ready, Respectful, Safe.
- Directing the child to wanted behaviour: *'I'd like to see you sitting there quietly.'*
- Add thanks to an instruction, to show that you are expecting compliance.
- Speak to the child directly (ideally privately and at eye level).
- Stand close to the child misbehaving-proximity.
- Tactically ignoring unwanted behaviour (good for managing attention seeking behaviours); however, this will need to be time limited.
- Tactfully move the child to sit elsewhere in the room without drawing unnecessary attention.
- Refer to past success.
- Remind of high expectations, e.g. using a child's work as a starting point.
- Model desired behaviour, e.g. talking quietly to set the tone.
- Praise desired behaviour – Look for the good.

LONGLANDS PRIMARY SCHOOL INDIVIDUAL EDUCATION AND BEHAVIOUR PLAN

Name:	Class:	Date:	Review:
D.O.B:			

Photo	Potential Triggers / Key Themes	Activities that pupil enjoys:
•	•	•

What we want to see	Strategies to maintain	
First signs that things are not going well	Strategies to support	
Where this behaviour leads next	Strategies needed	
What we are trying to avoid	Interventions necessary	

Signature of School Representative..... Date

Signature of Parent / Carer..... Date