

## Leverton Primary School

### Positive Behaviour Policy



#### **Mission Statement**

*"Learning and achieving; today, tomorrow, for life!"*

All members of our school community were consulted over and agreed our Mission Statement.

#### **Staff and Governors of Leverton Primary believe that...**

positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in our school community is;

- Respectful
- Trustworthy
- Caring
- Fair
- Honest
- A good citizen

#### Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Leverton Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.

To make boundaries of acceptable behaviour clear and to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

At Leverton Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

### Code of Conduct

For a safe and happy school we are expected to...

- Arrive at school on time;
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well-mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly and quietly in the corridors;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control; and
- Line up quickly and quietly when the bell rings.

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The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

## The Rights and Responsibilities of Everyone in Leverton Primary

### OUR PUPILS

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> <li>○ Be valued as members of the school community;</li> <li>○ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li> <li>○ Make mistakes, and learn from them;</li> <li>○ Be treated fairly, consistently and with respect;</li> <li>○ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>○ Be taught in a pleasant, well-managed and safe environment;</li> <li>○ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>○ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>○ Develop and extend their interests, talents and abilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>○ Respect the views, rights and property of others, and behave safely in and out of class;</li> <li>○ Co-operate in class with the teacher and with their peers;</li> <li>○ Work as hard as they can in class;</li> <li>○ Conform to the conventions of good behaviour and abide by school rules;</li> <li>○ Seek help if they do not understand or are in difficulties;</li> <li>○ Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</li> </ul>

## The Rights and Responsibilities of Everyone in Leverton Primary

### OUR STAFF

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>○ Work in an environment where common courtesies and social conventions are respected;</li> <li>○ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>○ A suitable career structure and opportunities for professional development;</li> <li>○ Support and advice from senior colleagues and external bodies;</li> <li>○ Adequate and appropriate accommodation and resources;</li> <li>○ To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>○ Behave in a professional manner at all times;</li> <li>○ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>○ Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>○ Listen to the pupils, value their contributions and respect their views;</li> <li>○ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>○ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>○ Share with the parents any concerns they have about their child's progress or development;</li> <li>○ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>○ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Head teacher must also be informed.</li> <li>○ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</li> </ul>

## The Rights and Responsibilities of Everyone in Leverton Primary

### OUR PARENTS

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> <li>○ a safe, well-managed and stimulating environment for their child's education;</li> <li>○ reasonable access to the school, and to have their enquiries and concerns addressed dealt with sympathetically and efficiently;</li> <li>○ to be informed promptly if their child has an accident or becomes unwell or</li> <li>○ to be told if the school has concerns about their child;</li> <li>○ to be well informed about their child's progress;</li> <li>○ to be well informed about school rules and procedures;</li> <li>○ a broad, balanced and appropriate curriculum for their child;</li> <li>○ to be involved in key decisions about their child's education;</li> <li>○ a suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>○ ensure that their child attends school regularly and arrives punctually, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>○ be aware of school rules and procedures, and encourage their child to abide by them:</li> <li>○ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>○ act as positive role models for their child in their relationship with the school;</li> <li>○ attend planned meetings with teachers and support school functions;</li> <li>○ provide the school with all the necessary background information about their child, including telling the school</li> <li>○ promptly about any concerns they have about school, or any</li> <li>○ significant change in their child's medical needs or home circumstances;</li> <li>○ To treat all members of the school community with respect and dignity.</li> </ul>

### Rewards

We at Leverton Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Teachers make use of a system of class rewards. Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers\*
- Star of the Week (at the discretion of the teacher)
- Certificates (at the discretion of the teacher)
- Phone call home about positive behaviour
- Written comments in books
- Sending the child to another adult, for praise.
- Special responsibility jobs for pupils e.g. School Councillors etc.
- Award of special privileges e.g. *Leverton Time*
- Star Charts (at teachers' discretion)
- Team Points
- Green Cards
- Postcards and Letters home
- Governor Award assembly

\*On the child or in a bookmark at discretion of the teacher (not in books).

### Play-leaders

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Yr. 6 pupils are encouraged to be a Play-leader in the playgrounds. As a Helper, they undertake various roles, playing positively with other children.

### Attendance Rewards

Classes with highest attendance each week will receive Leverton time on a Friday. Teachers will acknowledge high attendance. Certificates at the end of the school year for good and improving attendance.

Children are divided in to one of four teams:

- Blue
- Green
- Yellow
- Red

### Our Classroom Rules

1. We will keep hands, feet and impolite words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking
4. We will respect everyone in school
5. We will be positive and concentrate on our work

## Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Leverton Primary School recognise that it may be necessary to employ a number of consequences to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff are expected to employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

We believe that good behaviour is about making the right choices!

## Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Remember (attention drawn to rule)

Second time a pupil breaks a rule... Reminder (remind of the expected behaviour e.g. "Walking, thank you.")

Third time a pupil breaks a rule... Amber Card

Fourth time a pupil breaks a rule... Red Card

In cases of severe behaviour a red card is issued immediately. Red cards are recorded in pupil progress books. Parents are informed (e.g. through Pupil Progress Book or by a phone call).

## Common Causes of Inappropriate Behaviour

Factors which affect children:
<p>The Child</p> <ul style="list-style-type: none"><li>• Tired due to lack of proper rest</li><li>• Hungry due to insufficient or inappropriate food</li><li>• Poor or inappropriate social skills</li><li>• Need for attention from teacher or parent</li></ul>
<p>The Teacher</p> <ul style="list-style-type: none"><li>• Offering poorly differentiated curriculum leading to either frustration or boredom</li><li>• Lack of knowledge of pupils</li><li>• Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour</li><li>• Poor diction</li><li>• Lack of clarity in explaining expectations for behaviour or subject</li><li>• Lack of, or confusing instruction on subject matter</li><li>• Teacher stress</li></ul>
<p>Family Circumstances</p> <ul style="list-style-type: none"><li>• Child's position in the family</li><li>• Child's relationship with parent/siblings/grandparents etc.</li><li>• Divorce/ bereavement</li><li>• Mental health problems</li><li>• Family trauma</li><li>• Alcohol or drug addiction</li></ul>
<p>The Neighbourhood</p> <ul style="list-style-type: none"><li>• Child's popularity</li><li>• Peer relationships</li><li>• Bullying</li><li>• Social Problems</li></ul>

## Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting	Constantly calling out	Vandalism
Telling tales	Poor effort	Use of or in possession of inappropriate objects
Dropping Litter	Persistently distracting others	Threatening/ aggressive behaviour
Noisy e.g. talking/ shouting	Ignoring adults' instructions	Violent outbursts verbal or physical
Distracting peers	Telling lies (persistent)	Leaving school without permission
Unkind remarks	Leaving classroom without permission	Stealing
Bad/Inappropriate language (one off)		Refusal to co-operate with adults' instructions
Time wasting		Physical or verbal assault on another
Telling lies (one off)		Bad language (persistent)
Running in corridors		
Pushing in line		
Borrowing without permission		

## Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

**Positive Feedback-** Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

**Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Walking thank you" instead of "stop running." Avoid saying, "don't" or "stop".

**Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

**Non-verbal Cues-** hands up, finger on the lips, the "look".

**Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

**Re-direction-** repeat direction without being side tracked. Use thanks and take-up time; do not stand over pupils in a confrontational way.

**Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

**Physical Proximity-** move closer to a disruptive pupil

**Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

**Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."

**Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).

**Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

**Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

**Private Reprimand-** a quiet word rather than a public confrontation.

**Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

### Exclusion of Pupils

Whilst the school will work to promote positive behaviour the school reserves the right to exclude a pupil following set procedures, if circumstances necessitate.

### Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon.

## Procedures for Concerns

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can talk to the Class Teacher



If I am still concerned I can talk to the Learning Mentor



If I am still concerned I can talk to the Assistant Head teachers



If I am still concerned I can talk to the Head teacher



If I am still concerned, I can write to the Chair of Governors

## Appendix 1

### Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a non- violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy (Essex Positive Handling)
- Always remember to give a thought driven professional response to a pupil’s behaviour with a view to de-escalating the situation
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- Consistency of approach from all adults
- Give the following messages to all pupils;

“I want you to succeed in my class.”

“You are responsible for your own behaviour”

## Appendix 2

### Positive Behaviour Pupil Consultation

For a safe and happy school we are expected to...

- Arrive to school on time
- Wear our school uniform
- Show respect to everyone in school
- Be truthful well-mannered and kind
- Take pride in our school building
- Look after our books
- Walk sensibly and quietly in the corridors
- Keep our school litter free
- Set a good example to others
- Exercise self-control
- Line up quickly and quietly when the bell rings

What do you think would be good rules for your Classroom? Can you suggest 3 or 4?

What rewards are there in our school and your class when you keep to our Rules or do something great?

Can you suggest any other rewards in class or for our school?

What consequences do you think should be in place for poor behaviour choices?

Tick if you think the following would be sensible sanctions in our school...

- ❖ Reminder of the rule
- ❖ Change seat in class
- ❖ Complete work again or work sent home
- ❖ Timeout from Playground
- ❖ Withdrawal of special treats e.g. Leverton Time
- ❖ Red Card
- ❖ Letter or phone call home (speak with parents)
- ❖ Send to another adult