

## Behaviour Policy

### 1. Policy Rationale

At Lindal & Marton Primary School we want to ensure that children are happy, secure and behave well in order to be able to learn in an environment where they feel valued. High standards of behaviour are essential to maintain the stable and happy atmosphere in which the children are encouraged to give of their best and are stimulated to reach their full potential. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline and self-confidence. It is the responsibility of parents to share a joint responsibility with the school to help their children behave well.

This policy is based on celebrating children's success and reinforcing good behaviour by a variety of positive means.

#### 1.1 Aims:

- To promote positive behaviour, independence and self-discipline throughout the school
- To provide clear boundaries for acceptable behaviour to ensure the physical and emotional safety of all
- To encourage respect for all people, and prevent all forms of bullying
- To create a happy, safe, secure, and purposeful environment so that all children can learn, and develop their talents
- To promote emotional resilience, social competence and quality thinking in all activities in school
- To offer a wide range of learning experiences, recognising the variety of learning styles and to balance the need of the individual with the whole group
- To encourage co-operation throughout all school activities
- To allow teachers to teach and children to learn

### 2. Policy Framework

Good behaviour will be achieved by stressing the positive achievements of children. All adults will model consistent approaches to behavioural expectations and school rules, taking into account individual needs. Pupils will be actively involved in maintaining an appropriate learning environment. Rules will be kept to a minimum and the reason for those rules will be made explicit. They will be formulated and reviewed regularly with the children, both in class groups and with the whole school. Expectations of the school will be communicated with parents/carers.

#### 2.1 The adults will:

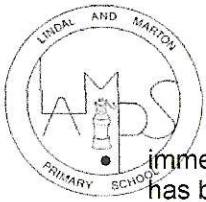
- promote through example, encourage and demonstrate the behaviour we wish to see
- praise good behaviour as it occurs
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

#### 2.2 The children will be encouraged to:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-esteem and confidence
- do their very best in all activities in school and in extra-curricular activities
- develop respect for their own and other people's property
- develop respect towards all adults and children

#### 2.3 Parents will:

- support their children's learning and co-operate with school, as set out in the home school agreement
- support any reasonable actions imposed to sanction their child's unacceptable behaviour
- maintain a supportive dialogue with the child's class teacher and head teacher



immediately contact the class teacher or head teacher regarding any concerns about how their child has been treated if in disagreement

### 3. Rewards:

- Verbal praise by members of staff
- Written praise
- Stickers
- Showing/display work to others
- Annual report
- Parent's evenings
- Sending work to head teacher
- Sharing work, exemplary behaviour and achievements in assembly
- Certificates
- Team points

### 4. Sanctions:

- A quiet word from a member of staff (Warning)
- Five minutes away from the group / class in view of the teacher (at playtime - five minutes standing by a staff member).
- Missing part or all of playtime (head teacher / member of staff to supervise)
- Writing a letter of apology
- Send to head teacher (when the above sanctions have failed)
- Head will organise suitable sanctions which could include:
  - Sending to another class for a session to complete work
  - Meeting with parents
  - Non participation in extra-curricular activities such as clubs or trips
  - Home / school record book.
  - Specific longer term behaviour plan

Each day the slate is wiped clean and the child is given the chance to behave in an acceptable manner.

Any serious incidences of behaviour should be escalated straight to the head teacher (e.g. biting)

### 5. Serious Incidences

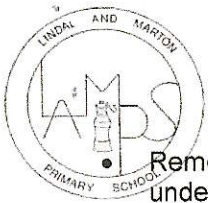
In the unlikely event of a serious incident occurring an 'Incident Form' will need to be completed and the following actions taken:

**Bullying or Stealing** - the head teacher will be informed and parents will be contacted immediately to inform them of the seriousness of the incident.

**Biting, spitting, swearing and kicking** - the child will be immediately removed from the situation and parents will receive information from a member of staff detailing the incident. Depending on the seriousness of the incident, the child may be withdrawn from the class/club/school for an agreed period.

### 6. Advice on good behaviour strategies

- Focus on the behaviour, not the child, i.e. 'That was a naughty thing to do' not 'You are a naughty boy'.
- Consider the seriousness of the child's intention as well as the outcome of the behaviour.
- Match your response to the seriousness of the offence.
- Keep your response to the minimum necessary to change the child's behaviour.
- Consider whether a private reprimand is more appropriate than a public one.
- Offer a plausible excuse for the behaviour and a route out of the difficulty where possible.
- Distance yourself from the criticism and refer to shared group ethos e.g. those children are all doing this very well, let's see if we can all do as well'.
- Give children the opportunity to 'put things right', e.g. apologising, tidying.
- Compare strategies with other members of staff on successful ways of managing particular situations or individuals.
- Carry out sanctions
- End any exchange on a positive note with the child feeling that they can 'get it right next time'.



Remember that children are small people with the same feelings as large people but without the same understanding or control.

## 7. Early intervention

When a child is experiencing difficulties in conforming to the expectations of the school, discussion with the child's parents / carer will be initiated and school will work together with them to help overcome any difficulties.

If necessary, a behaviour profile will be completed and using this information a plan of action with appropriate strategies will be put in place and the child's progress will be closely monitored against the targets set.

If the child continues to give cause for concern, a referral will be made to either the behaviour intervention team or to the educational psychologist as is deemed appropriate. Their advice will then be used in continuing to meet the child's needs.

## 8. Exclusion

Exclusion will be used as a last resort only when:

- Any member of the school community is felt to be in danger because of the child's actions.
- A child continually (and despite support and intervention) behaves in a way which is contrary to the aims and ethos of the school.

Signed: *A. J. Owen* ..... (Headteacher)

Signed: *S. Smith* ..... (Chair of Governors)

Date: *24-02-22* .....

Review Date: Autumn 2025

