



## Longmeadow Primary School Behaviour Policy

Policy Agreed: September 2015-09-23

# Longmeadow Primary School Behaviour Policy

## **Rationale:**

Effective behaviour management is essential to the smooth running of our school and in the creation of a learning environment where everyone's rights are respected and their responsibilities understood.

Every Child Matters and effective behaviour management enhances and develops each child's ability to meet the five outcomes:

- To be healthy
- To be safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well being

## **Aims**

We aim to provide a behaviour management system which contributes to:  
Encouraging respect for all so that each individual feels valued and appreciated within our school community

Encouraging high standards of behaviour through the teaching of positive values and attitudes

Providing a physical and emotional environment for learning and teaching which is safe, secure and appropriate for the children

Developing self discipline and teamwork in a calm, learning and teaching environment

Fostering a caring attitude towards our school environment and its community  
Promoting self esteem and personal and social responsibilities of all involved with our school

Ensuring pupil voice plays an important part in developing and enhancing whole school behaviour

Communicating the rights and responsibilities of children, parents and staff  
Implementing the school's policy and procedures in a fair, logical and consistent way

## **Rights:**

Children have a right to learn and play in a friendly, safe and stimulating school

Staff have a right to work in a friendly, safe and supportive school which in turn is supported by the local community

Parents have a right to feel welcome and to know that their children learn and play in a friendly, safe and helpful school

## **Code of conduct:**

Everyone at Longmeadow Primary School is important and special

Treat others as you would wish to be treated and respect their views and beliefs  
Call others by their agreed name  
Always try our best  
Be honest, admit mistakes, and be prepared to say you are sorry  
Show good manners, be attentive, and listen to others  
Walk around the school sensibly and quietly  
Look after property and the environment  
Wear your school uniform with pride

Each class has their own class code of conduct to supplement the school code. Both are displayed in each classroom.

### **Our values**

At Longmeadow we value and encourage positive behaviours such as listening, honesty, friendliness, respect, caring, good manners, trying our best, learning and playing safely, sharing, working out problems fair

### **Behaviour Management in practice**

Staff are assertive rather than aggressive  
It is important to use positive corrective practice wherever possible when dealing with undesirable behaviour

### **Supporting and Encouraging Positive Behaviour**

Staff:  
Build a positive learning environment in the classroom  
Acknowledge children when they are behaving well  
Ensure an appropriate curriculum and learning environment for maximum success in a range of academic and non academic activities  
Give regular encouragement and feedback  
Use PSHE and Circle Time to reinforce expected behaviours through discussions and role play  
Foster an ethos of mutual respect

### **School Council**

Longmeadow has a School Council involving representatives from each class from Year 2 to Year 6. This gives the children a forum for raising issues or concerns, and a voice to give ideas for continued school improvement.

### **Rewarding good behaviour**

This is carried out in a variety of ways both formal and informal, including:  
Stickers and smiley faces  
Informing other teachers or headteacher so they can make awards  
Achievement certificates for pupils of the week / special people  
Shield for class of the week (KS2)  
Golden Time / Timepoints (KS2)  
Informing parents  
By using a positive system of rewards and reinforcing good behaviour we help children to feel good about themselves.

## **Tackling Negative Behaviour**

At Longmeadow most children are well behaved most of the time. However, we recognise that occasionally things go wrong and unacceptable behaviour will be dealt with in an appropriate manner for the behaviour and the child. Sometimes it may be a one off occurrence, but sometimes a pattern develops. Each situation is evaluated on its own merit. We recognise that when behaviour is deemed to be wrong, it is the behaviour that is unacceptable and not the child. Every child needs an opportunity to make amends. The cause of behaviour will be investigated and plans made to meet the child's needs.

We ensure:

The child knows that the behaviour is unacceptable and why

The child can see the effect the behaviour has on others

The child can think or offer strategies to avoid the situation again

## **Strategies include**

Verbal reprimand, including warnings (children should always be given 3 warnings)

Reminder of code of conduct and expected behaviour

Seating arrangements within the classroom

Time out of classroom, parallel class

Loss of playtime – reflection time in dining room

Letter of apology

Using a Teaching Assistant

IEP targets

Talk to parents

## **When further steps are needed:**

Seek advice from another colleague

Refer to member of Leadership Team or SENCo

Use Headteacher Blue Card

## **Behaviour Incidents**

Stage 1:

Low level disturbance of classroom learning e.g interrupting, calling out, talking when asked not to. Action: verbal warning / name on board / 3 warnings – dining room loss of playtime. Stage 1 incidents should not need to be recorded on SIMS.

Stage 2:

Higher level of disturbance of classroom learning e.g verbal defiance, swearing, lying. Action: Time out of classroom or partner class – dining room loss of playtime. Class teacher deals with and records on SIMS, contacts parents if appropriate.

Stage 3:

Hurting someone deliberately, biting, fighting, bullying, racism, stealing, deliberate irreparable damage to property, putting others health and safety at risk. Action: Dining room loss of playtime, SLT follow up, Health and Safety results in immediate Blue Card.

## **Headteacher Blue Card**

Incidents which must be reported to the headteacher with the blue card:

Complete refusal to work

Physical / verbal assault

Deliberate damage to property

Leaving school premises without permission

The headteacher also needs to be made aware of any bullying or racist incidents.

A child displaying low level disruption in class would not need to initially be referred to the headteacher but would need to be if it becomes regular and other strategies are not working.

The headteacher will then take the following action steps:

Withdrawal from class for a period of time agreed with teacher

Inform the parents by phone, or meeting, or both

Behaviour contract where necessary

Internal exclusion

On extremely rare occasions the headteacher will make a fixed term exclusion eg premeditated violence.

## **Lunchtime supervision:**

At lunchtime the children are supervised and looked after by a team of MSAs. The children are expected to behave with the same respect as with any other adult in the school. The MSAs reward children for being helpful with a sticker or putting their name in the lunchtime box. They may send children inside and issue yellow slips for poor behaviour at lunchtime. These are recorded on SIMS. The MSAs can refer incidents to classteachers or members of the SLT as appropriate. Parents will be informed of any persistent poor behaviour at lunchtime. On extremely rare occasions the headteacher will make a fixed term exclusion at lunchtime when safety is put at risk.

## **Parents**

Parents can help by:

Recognising that an effective behaviour policy requires close partnership between home and school.

Discuss the code of conduct with their child, emphasising their support and assisting with implementing it

Attending Parents' Evening and maintaining positive links with the school

Supporting the school in decisions concerning their child's behaviour

## **Communication**

A Home School Agreement is sent out to all new parents for signing and to existing parents when children transfer into a new key stage. The Home

School Agreement, our school prospectus and this policy are all available on the school website. We welcome parent comments.

**Monitoring of policy:**

The policy will be monitored by the staff, Senior Leadership Team and the relevant Governing Body sub-committee annually.