



BEHAVIOUR POLICY

This policy was reviewed in the Spring Term 2016 and will be reviewed in the Spring Term of 2017 through process of consultation with the Governing Body.

RATIONALE

We believe that all pupils are entitled to the best education we can offer them and that attitude and behaviour will influence the extent to which individuals can access this.

We, as a staff, are committed to maintaining an environment in which each child is able to learn effectively and happily. Our school thrives on the mutual understanding that certain behaviours are appropriate and encouraged, whilst others are not to be tolerated.

Being a small school has huge advantages when establishing or reinforcing behavioural standards, because every member of our community is able to contribute and is positively encouraged to do so.

We are consistent in our expectations of pupil behaviour and endeavour to present ourselves as role models. We identify and praise positive behaviour we see exhibited by children as an example of desirable behaviour, which has an impact upon the behaviour of their peers.

Pupils learn to trust and respect an assertive member of staff because they clearly know the parameters that have been set for acceptable and unacceptable behaviour.

In Linton Primary School any incident of bullying is quickly noted and acted upon. Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. We have a separate Anti-Bullying Policy and E-Safety policy, where bullying takes place using technology.

WE AIM

- ♦ To help children understand that everyone is an individual who makes choices about their behaviour and we encourage independence, self-discipline and self-control from an early age.
- ♦ To develop the caring ethos of the school by providing positive role models for each member of the community to encounter.
- ♦ To encourage pupils to respect each other and the property of others.
- ♦ To raise the self-esteem of pupils by giving positive feedback for achievement and effort and by recognising talents which can be brought out in individual pupils.
- ♦ To make each member of the school feel valued as an individual by providing regular opportunities to voice opinions and concerns.
- ♦ To encourage all pupils to contribute to discussion and decisions about what is acceptable behaviour within our school environment and across all areas of the curriculum.

HOW DO WE DO THIS?

We have adopted the ethos and principles of Assertive Discipline based upon clear and agreed behaviour plans covering the classroom and other school areas.

A school discipline plan consists of:

- ♦ Rules that pupils must follow at all times.
- ♦ Positive recognition that pupils will receive for following the rules.
- ♦ Consequences that will result in sanctions when pupils choose not to follow the rules.

These rules must be based on observable behaviour and should not be vague. They must be applicable throughout the whole day. Positive recognition is critical to success, it is the key for motivating pupils to choose responsible behaviour.

Consequences must be something that pupils do not like, however they are never physically or psychologically harmful. They must never embarrass or humiliate. Consequences do not have to be severe to be effective – less is better.

Consequences must be presented to pupils as a *choice*. When we give pupils the choice, we place the responsibility where it belongs - on the pupil. We call our discipline plan our 'Golden Rules' and these are displayed around school in key areas.

We have an open culture of shared discussion throughout the school and children are frequently reminded about our aims.

We encourage older children to care for younger pupils in class, at lunchtimes, playtime and in any situation where they need support.

Staff are encouraged to treat each other with respect and to remember that at all times they are looked to by pupils, to provide examples of acceptable behaviour. All school staff are encouraged to listen to pupils and to take their concerns seriously.

We will help pupils to develop a personal moral code, to explore values and beliefs including concern for others, self-respect, self-discipline as well as the moral qualities of honesty and integrity.

By encouraging independence in our pupils, we understand that they may wish to express opinions at times that differ from the norm. These should be discussed sensitively.

We encourage pupils to recognise that everyone is unique and should be treated with respect.

EQUAL OPPORTUNITIES

Principles and practices of Assertive Discipline are applied to all children regardless of age, ability, culture or gender.

POSSIBLE STRATEGIES

The manner in which we respond to pupil behaviour impacts on pupil self-esteem and success. We expect all staff to maintain a consistent approach to adhere to this policy.

An assertive response style is one in which the adult clearly, confidently and consistently states expectations to pupils and is prepared to back up these words with actions.

Pupils learn to trust and respect an assertive adult because they clearly know the parameters that have been set for acceptable and unacceptable behaviour.

Our Golden Rules have a maximum of five rules. The rules are negotiated with staff and children and both must feel comfortable with the outcome. Rules should be written in a positive way wherever possible.

Rules are displayed clearly in each classroom and around the school and are shared with parents. These rules apply throughout the whole of the school day.

We have a traffic light system in each classroom and in key areas around the school. Children begin the day in the green area with a photograph in place. If they do not follow our rules then they are moved to yellow as a chance to redeem themselves – this is our prompt and praise area. If they continue to misbehave then they are given a warning and placed in orange. Again there is a chance to move back to green. Three warnings are given and then pupils are moved into red, which denotes a sanction.

Parents will be consulted if their child persists in choosing to misbehave and they will be invited to discuss the situation. Parents will be provided with verbal or written feedback depending on the nature of the behaviour.

BEHAVIOUR THAT DOES NOT RESPOND TO ASSERTIVE DISCIPLINE

There are a series of sanctions in place which will be acted upon for misbehaviour. These are displayed with the Golden Rules. Each pupil has a weekly record to note a deduction in Golden Time which is given as a sanction.

Persistent offenders will be set behaviour targets which must be followed. Parents will be invited to school to discuss a pupil's behaviour target with the class teacher.

If pupils do not respond to these targets or the behaviour is extreme, parents will be invited to meet with the Headteacher and a parental contract may be considered.

For misbehaviour of a severe nature we will keep a confidential record containing details of the incident with information relevant to the situations in which parents and/or outside agencies have been involved. For pupils who have persistently have severe behaviour, a support plan is written which has strategies to support de-escalation. A Positive Handling Plan may also be necessary and this is devised with parental consultation. We have a Positive Handling Policy which explains this process.

In extreme cases that involve persistent misbehaviour, we will seek advice and support from appropriate agencies, such as Locality Inclusion Support Team (LIST), Children and Young People's Service (CYPS) and the Youth Offending Team (YOT). We shall make referrals to these services. Behaviour is no longer an area of need within the new SEND Code of Practice (2014) but may be considered if their behaviour stems from mental health issues.

Fixed term exclusions may be given to children who persistently do not follow our behaviour policy or commit an offence which is severe enough to warrant an immediate exclusion.

Permanent exclusion may be given for pupils who have committed an offence which is a serious breach of the behaviour policy and allowing the pupil to remain in school would seriously harm the education and welfare of the pupil and/or others in school.

COMPLAINTS PROCEDURE

These will be investigated internally in the first instance by talking to the child concerned providing the matter relates directly to school.

Depending on the result of that investigation, parents may be informed.

A written record of the complaint and any ensuing investigation and action will be made and kept in the complaints file.

The Chairman of the Governors will be informed of significant incidents. If necessary it will be brought to the attention of the Governing Body. Should any party involved be unsatisfied with the way in which the matter has been handled formal complaint and grievance procedures apply.

WORKING WITH PARENTS

We expect all parents to actively share responsibility with the school for encouraging good behaviour and we would hope they would also be good role models in showing positive attitudes towards each other.

Our Home School Agreement refers to behaviour in all three sections:

- ♦ *School* will look after a child's safety and contact parents as soon as possible if they have any worries about a child's work or behaviour
- ♦ *Parents* will work with the school to help their child behave well
- ♦ *Pupils* will behave well and keep the Golden Rules

FUTURE ACTIONS

We will continue to involve pupils in discussion and decision making about the sort of behaviour they want to see at Linton Primary School. The plan will be reviewed as necessary as it should always be relevant to the children who attend school at any one time.