



Leeming and Londonderry Community Primary School
Roman Road,
Leeming, Northallerton
North Yorkshire, DL7 9SG

Policy for the Promotion of Good Behaviour

Originally written	September 2021
Reviewed	
Next Review	September 2022

Rationale

The Governing body, staff and pupils are committed to creating a caring, friendly, and safe environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Our school vision "To be the best that you can be" is reinforced through our values of kindness, inquisitiveness, and resilience. This policy sets out the expectations for behaviour at our school and the procedures we have created to help us implement these expectations. It also sets out the consequences for misdemeanours should they arise.

Our Values

Our behaviour policy is centred on our school values: be kind, be inquisitive and be resilient. These values are reinforced through all aspects of school life including in our behaviour systems.

Aims

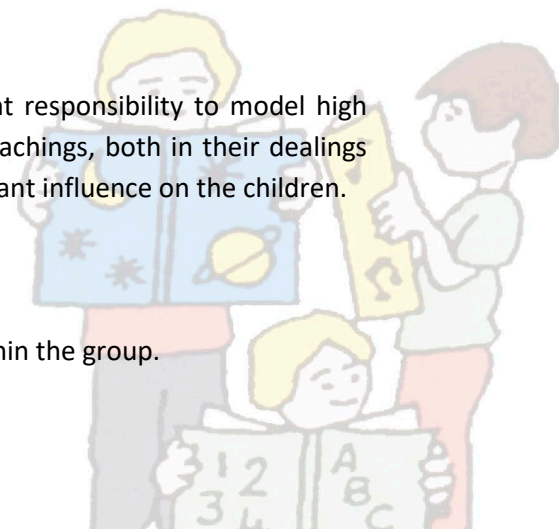
- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour that supports and promotes our Christian teachings, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- To create a positive climate with realistic expectations.
- To emphasise the importance of being valued as an individual within the group.



- To promote, through example, honesty, trust and courtesy.
- To provide a caring and effective learning environment.
- To encourage relationships based on kindness, respect and compassion.
- To ensure fair treatment for all, linked to the Christian Value of justice, regardless of age, gender, race, ability and disability.
- To show appreciation of the efforts and contribution of all.
- To be responsible for dealing with incidents in and around school. If in doubt staff can refer to the Senior Leadership Team, SENDCo and ultimately to the Executive Headteacher and/or Head of School.

Role of the Executive Headteacher and Head of School

It is the responsibility of the Executive Headteacher and Head of School to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Head of School to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher and Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Executive Headteacher and Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Executive Headteacher and Head of School may permanently exclude a child. The school follows the North Yorkshire Local Authority's guidance on exclusions. The school governors will be notified if exclusion occurs.

Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on the school website via this policy and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, it is essential that parents and carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Headteacher and/or Head of School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the school's Governing Body.

Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Executive



Headteacher and Head of School in carrying out these guidelines. The governors should follow the normal complaints procedure in cases of complaint.

The Curriculum and Learning

We strongly believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and that they are differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the children involved.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- give clear choice and consequence options.
- actively encourage everyone involved to take part in their development.



- have a clear rationale, made explicit to all.
- be consistently applied and enforced.
- promote the idea that every member of the school has responsibilities towards the overall aims of the school.

If school rules are broken, we need to know:

- what happened
- when
- how often
- in whose company
- in what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying (see our Anti-Bullying Policy), deliberate injury or attempted injury, stealing and truancy.

Bee Point System

All children are allocated a Hive colour on entry to the school. This helps us to promote the importance of community. All children are encouraged to collect bee points. These are counted up at the end of each week and the team with the most points wins the cup for the following week (signified by a display in the hall and ribbons on the cup). When children receive a bee point, it is then recorded on Class Dojo so that parents can share in their child's success.

Bee points are awarded for any of the following:

- Being kind: looking after each other, being helpful, thinking of others, understanding the viewpoints of others, helping adults around school, contributing to the school, home or local community.
- Being resilient: making a mistake and learning from it, trying hard, persisting.
- Being inquisitive: asking questions, showing interest in learning, showing independence, having positive attitude to learning.

Under normal circumstances, children will only be awarded a single point for an occurrence of one of the above criteria. However, under exceptional circumstances, teachers and teaching assistants are able to award 2 house points if a child has demonstrated behaviour which is 'above and beyond' or work that is way beyond what is usually expected. Under no circumstances should a child be awarded more than 2 points simultaneously as this will devalue the awarding of single merits.

Children can also be sanctioned by the use of a penalty. Penalties are used for any of the following, where appropriate.

- Rudeness and/or disrespect
- Disobedience
- Bad language and swearing
- Blatant lying



- aggressive behaviour
- persistent lack of organisation
- Spoiling of own, others' or school's property

Traffic Light System (Whole School)

Each class employs a traffic light system to encourage positive behaviour and to sanction poor behaviour. Examples of behaviours for which the traffic light system can be used are appropriate to be used as a sanction for are:

- shouting out in class
- fidgeting
- not listening
- talking when asked not to
- low level disruption to lessons
- disturbing others' learning
- poor behaviour at breaktimes and lunchtimes

At the beginning of each day, all children begin on "green". Any child displaying inappropriate behaviour are given a warning before being moved to "amber". If inappropriate behaviour persists, they are warned again before being moved to "red". This signifies that 5 minutes of play time has been lost.

Children are able to move back up to amber but they must demonstrate positive behaviour in order to do so (and in turn, to green). A sunshine is placed on top of the traffic lights in each class. This signifies the 'top reward' on the traffic lights and allows all children who begin on green to get to the sunshine by displaying excellent behaviours, as follows:

- Listening carefully
- Demonstrating positive learning behaviours
- Working hard
- Completing work within timescales

This strategy will be adapted for younger children or those with Special Educational Needs as appropriate.

Living The Vision – "To be the best that you can be"

Each week, the class teachers will acknowledge children who display the following behaviours linked to the school vision and value.

Teachers choose children who have displayed our school vision during celebration assembly on a Friday. Those children receive a certificate highlighting the key skills children have used in order to be successful.



Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences, thus promoting the Christian Value of justice. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

Possible sanctions include:

- Expression of disapproval
- Referral to the Senior Leadership Team
- Comment made in Homework/Reading Diary, in order for parents to see/make comment
- Penalty
- Individual behaviour charts (if appropriate)
- Time out, class exclusion
- Internal exclusion for set period with teaching assistant
- Letter to parents
- A letter of apology written by the offender and given to the injured party or persons.
- Extra tasks to fulfil at leisure times and/or for homework
- Missing part or all of play or lunchtime.
- Non-participation in extra-curricular activity.
- Ultimately, exclusion (following LA guidelines)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place in order to meet the needs of the individual pupil.

Time to discuss issues with the children is important and may take place during "circle time" or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school in line with Christian Values.

Children with Special Educational Needs (SEN)

Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented and they may be placed on the SEN register. Following a period of time on this register, it may be felt necessary to seek help from the Educational Psychologist and/or Behaviour Support Service and this may be called upon through discussion with the SENDCo (Special Educational Needs and Disabilities Co-ordinator).



All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from rewards, sanctions and strategies that are in place. This doesn't mean that we are being unfair – simply that we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the rest of the class.

Monitoring

The Executive Headteacher and Head of School monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents on the child's house point card. The Executive Headteacher and Head of School records serious incidents on CPOMS. The Executive Headteacher and Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. A member of the school's governing body will monitor the accident book in order to keep a check on aggressive incidents in school.

Accountability

It is the responsibility of the Executive Headteacher, Head of School and the governing body to ensure that the school policy is administered fairly and consistently.

This policy was reviewed and updated December 2021.

