



**Safeguarding Statement**

Langley Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Equality & Diversity Statement**

Langley Park Primary School is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

**POLICY TITLE: Behaviour for Learning Policy**

<b>Approval Body:</b>	<b>LGB</b>
<b>Approval Date:</b>	<b>January 2019</b>
<b>Implementation Date:</b>	<b>Sept 2018</b>
<b>Designated Person (as appropriate):</b>	<b>Head Teacher</b>
<b>Chair of Governors</b>	<i>Jane Dushan</i>
<b>Update:</b>	<b>Sept 2019</b>
<b>Review Date:</b>	<b>Sept 2021</b>



## Behaviour for Learning Policy

At Langley Park Primary School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. This policy applies to all the adults who work in Langley Park Primary School – we are all responsible for all children’s behaviour all of the time.

### **1. Role of Governors**

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

### **2. Golden rules we wish to promote**

To ensure children achieve high standards of behaviour, Golden Rules have been set (\*Jenny Mosley). The rules are discussed and explained in assemblies each term and displayed prominently around the school and in the playground.

#### **OUR GOLDEN RULES**

*These are our Golden Rules for children, teachers, associate staff, volunteers and parents.*

**We are kind, polite, respectful and helpful**

**We listen carefully to each other and care for each other**

**We try our best, work hard and learn from our mistakes**

**We always tell the truth**

**We keep ourselves and each other safe and tell someone if we have a problem**

**We look after our school and everything in it**

Our Golden Rules need to be discussed in class with the children at the beginning of each year, and displayed for reference.

### **3. Principles of good behaviour for learning**

- Behaviour should always be separated from the child – ‘I like you but I do not like your behaviour because...’.
- A good ethos, good relationships and good teaching are the key to good behaviour for the majority of children.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support so they are a natural part of their approach, preventing and pre-empting possible difficulties.
- The emphasis should always be on ‘catching pupils being good’ in order to raise self-esteem and their personal expectations. Rewards and praise should always outweigh sanctions (consequences) with the aim of children reaching the point where they control their own behaviour.

- We need to teach children good behaviour, explaining and showing them what we want, praising them for doing it – don't assume they know.
- If children are 'attention needy', we need to ensure we give positive attention for what we want and minimise negative attention e.g. if a young child throws a tantrum we should offer to comfort them once they have stopped and are behaving sensibly. Children need clear boundaries, fairly (objectively) and consistently applied – they need to know that a good behaviour will lead to praise and approval while an inappropriate behaviour will lead to a small but certain sanction.
- Children need constant, patient reminders of the consequences of their behaviours (if you do this then that will happen); that they control their bodies and mouths and are responsible for their actions (no one else), and that they have choices about how they behave or respond to a situation.
- Children should be given the opportunity to explain their behaviour but this should not excuse them – no matter how nice they normally are, the sanctions still apply.
- Sanctions need to be kept in proportion to the original misbehaviour (not allowed to spiral because of the child's subsequent response). They should be applied consistently in line with our levelled approach (see pages 7& 8), involving the children in identifying where their behaviour lies in the system.
- We should avoid punishing whole groups for individual misdemeanours, equally we should avoid publicly humiliating individuals although we may refer to their behaviours anonymously e.g. in assemblies, to make a general point or reminder about what is acceptable or expected, and what is not.
- We should avoid having low expectations because of our experiences with the child's siblings, relations or parents.
- Assemblies and PSHE should be used constructively to illustrate the traits and behaviours we wish to promote, such as kindness and consideration and deal with situations as they arise.
- Our expectations should be clearly understood by all staff, children and especially parents – we should be seeking constructive and understanding relationships with parents from the earliest opportunity so that we have a positive foundation to build upon should there be an issue. We aim to work in complete partnership with parents to resolve issues.
- **Children should always be given a fresh start once they have completed the relevant sanction.**

### **3.1 Positive ways we celebrate good behaviour and achievement**

<u>Whole School</u>	<u>Class rewards</u>
Celebration certificates	Class treat linked to marble jar
Verbal praise	Golden Certificates
Playground stars	Golden Star
Lunch time stickers	House Points

All rewards should be linked to children adhering to the agreed golden rules.

### **3.2 Good as Gold**

To reinforce these Golden Rules on a daily basis the children are introduced to the "Star" scheme. This gives the children a visual reminder about how they are doing.

Every week each class teacher chooses two children to receive a Golden Award/Certificate. These are presented in Celebration Assembly and applauded by the school. The certificates should be linked to the Golden Rules and school values. The names of the children will be reported in the fortnightly newsletter.

One class per half term can earn "best class" treats. This class would be rewarded for a combination of best attendance and behaviour. Each class will develop their own menu of treats with their class teacher at the start of the year e.g. film afternoon with popcorn, football on the field, pyjama day etc.

#### **4. Consequences of negative behaviour (see p11-14 for levels and consequences)**

Children with behaviour problems have difficulty in seeing that they have choices and therefore they are choosing to behave badly. We need to teach them that all behaviour has consequences, good or bad, and that they are able to choose how they behave. It is imperative that we explain exactly what they have done wrong so that they have a clear understanding of which behaviour resulted in which consequences.

Children who demonstrate negative behaviour will be dealt with using the stepped approach to consequences (as shown in the Stepped approach to Consequences Foundations stage and KS1 tables, see pages 11-14).

Low level misbehaviour (Level 1) will be dealt with by the class teacher/TA/ MDS. Such children should be given a warning that their behaviour is unacceptable, and that if it continues after the Level 1 consequence, they will receive a Level 2 consequence.

Children exhibiting Level 2 behaviour will receive a Level 2 consequence from a class teacher or a senior leader.

Level 3 behaviour will receive a Level 3 consequence from a senior leader.

The Head Teacher and SENCO will immediately be involved with Level 4 behaviour. Such behaviour may be progressive – gradually building up to the higher levels, or may immediately be of a higher level.

#### **5. Other procedures**

##### **5.1 Corridor and lunchtime behaviour**

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving verbal praise for any good out of class behaviour, ‘catching pupils being good’ – walking quietly, being polite, lining up well etc. Midday supervisors (MDS) should be talking to children about behaviour expectations before children go out and re-affirming them when children come back in. Any incidences that happen during lunch time should be recorded by the MDS in the ‘Incident log book.’ Staff should be supporting the MDS in following up lunchtime incidents – making it clear to children that their behaviour is the concern of the class teacher wherever or whenever it takes place.

The lunchtime supervisors have the same stepped approach to consequences table with them and should use the same techniques to promote good behaviour. The playground is zoned at lunchtime for safety with an adult responsible for each area.

Children should be praised and rewarded for being in the right place at the right time; being polite or helpful; lining up well; looking after and helping collect in equipment etc. Good lunchtime behaviour can be rewarded by the lunchtime supervisors with a special sticker. The equipment should go out promptly and be tidied away by the MDS responsible for that particular zone. All MDS should return to the playground at the end of the lunch break to ensure everything is tidied away.

#### **6. Positive behaviour management**

There are many ways we can promote good behaviour for learning e.g. through:

- good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief).
- interesting lessons which engage the pupils and give them a sense of success.
- the teacher circulating to keep children on-task and maintain contact (eye, voice, proximity).

- good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone.
- clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help.
- creating a classroom climate where children feel listened to, valued and fairly treated.
- think about body placement of the adults so that children can always be seen (don't sit with your back to the majority of the class!).

**Day to day classroom management ~ The Traffic Light System**

Every day all children start the day on the green traffic light.

Children who display outstanding attitudes to learning or respect for the Golden Rules can be moved to the Golden Star and will receive a 'Star' sticker at the end of the day. Children who receive a Star at the end of each day will also receive 5 house points.

**1. Warning** – children are first given a verbal warning regarding level 1 behaviour.

**2. Orange (Think)** – this is in effect a second warning for continuing level 1 behaviour. The child's picture is moved to the orange traffic light as a visual reminder that they have been warned. The child should move their picture themselves as this gives them time to think about their behaviour. Children will have the opportunity to move back to green if they are able to correct their behaviour.

**3. Red (Stop)** – If the child's consistently repeats level 1 behaviour or they display a one off serious behaviour breach from Level 2 the child should move their picture themselves to the red traffic light and move to a 'timeout' place in the classroom to calm down, reflect and think before joining in the lesson again. This behaviour will be logged on SIMs and the class teacher will have an informal chat with the parent.

**7. Stepped approach to consequences / sanctions**

In order to ensure a fair and proportional approach we have a stepped or levelled approach to responding to misbehaviour and applying consequences according to the age of the child – see charts at the end of the policy (p8-11). These should be displayed and referred to when dealing with a child.

**Level 2, 3 and 4** behaviours and consequences should be logged on CPOMS.

Level 4 behaviours should be investigated and recorded by typing up a report. They should always be referred to the Head of School, and a copy placed in the behaviour incident file and child's file. Persistent Level 4 behaviours should also be referred to the SENCO who would put a behaviour plan in place. A meeting should be held with the parents to discuss the plan.

In response to a lesson 3 or 4 type of behaviour, it might be appropriate to issue the child with either a white, yellow or red behaviour report. Please see the below table for more information on the difference between the three stages of this report and who would be responsible for issuing these.

Type of behaviour report	When would you issue this report?	What is the purpose of this report?	Who would issue this report?
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<p>Stage one – white behaviour report</p>	<p>On-going ‘level two’ types of behaviour</p> <p>‘Level three’ types of behaviour</p> <p>A one-off incident that the Senior Leadership Team deem severe enough</p>	<p>To create an achievable ‘step-by-step’ approach for the pupil to succeed.</p> <p>To be specific with behaviour target/s the pupil can improve on. This will place a ‘spotlight’ on the particular aspect of their conduct which needs to be improved.</p> <p>For the class teacher to give children regular praise and ‘check-ins’ throughout the day so that pupils feel empowered to make the right choices and motivated to meet their targets.</p> <p>For praise to be directed, specific and purposeful. This will help to boost pupil self-esteem.</p> <p>It provides a detailed evidence trail of that child’s behaviour, within each lesson, every day. This informs parents and Senior Leaders how the child is progressing on a daily basis.</p> <p>It provides evidence that a range of different strategies are being used to support the child.</p> <p>To further enhance the communication with parents relating to their child’s behaviour. This increases the child’s accountability for the behaviour choices they make.</p>	<p>Class teacher</p> <p>Phase leader/SLT made aware</p>
<p><b>Stage two – yellow behaviour report</b></p>	<p>On-going ‘level two’ types of behaviour</p> <p>‘Level three’ types of behaviour</p> <p>If the pupil has not met the targets from a white report</p> <p>A one-off incident that the Senior Leadership Team deem severe enough</p>	<p>Escalating the seriousness of sanction</p> <p>‘High profile’ pupil around school – other members of staff aware (weekly morning briefing) so that they are can praise and support the child with their targets</p>	<p>Class teacher/Phase leader</p> <p>All staff and SLT made aware</p> <p>Formal letter sent to parents informing them of the seriousness of this level of report. A copy of this letter will be filed in the child’s pupil file.</p>

<p><b>Stage three – red behaviour report</b></p>	<p>In the event of serious, repeated behaviour that poses a danger to the child concerned or others, for example: on-going level three types of behaviour or exhibiting level 4 types of behaviour.</p> <p>If the pupil has not met the targets from a yellow report.</p> <p>A one-off incident that the Senior Leadership Team deem severe enough</p>	<p>To closely monitor and track the pupil's progress towards achieving their targets.</p> <p>Whilst on red report, pupils are not invited to represent the school in team sports.</p>	<p>SLT would invite the parents in to school for a meeting to discuss the child's behaviour. At this meeting, a Behaviour Support Plan (BSP) would be set up and targets for the red report would be agreed.</p> <p>Parents receive a formal follow up letter, stating what has been agreed alongside a copy of the BSP. A review date is also agreed. Both of these are filed in the child's pupil file.</p> <p>All staff made aware.</p>
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#### Initiating the behaviour report process with a pupil:

- Parents will be informed by their child's class teacher that their child has been placed on a behaviour report.
- If the child is being issued with a yellow or red report, parents will also receive a formal letter informing them that their child has been placed on this level of report (see Appendix 1 and 2). A copy of this letter will be added to the child's pupil file. If a child's behaviour is severe enough, they can be issued with a yellow or red report immediately; they do not have to mechanically move up the levels (white/yellow/red). If a child has met the targets of their report, they will either move down to the next stage (for example, from yellow to white) or they will come off the report system completely – the class teacher and SLT will make their decision in a discretionary way in accordance with their professional judgement and in line with the context of each individual situation.

#### How it works:

- It is important that the pupil and teacher co-construct the targets.
- Teachers and SLT members will write specific comments about the child's behaviour in relation to the target/s set, eg: if the target was for X to 'listen carefully to the teacher's instructions' then teachers/SLT members should write comments relating to how successfully X achieved this.
- Pupils should be on the report for a time-limited, fixed period of time.
- The class teacher will communicate to parents how successfully the child is progressing towards their targets at the end of **each** day.

- SLT will be kept informed and a copy of their completed report will be placed in their pupil file.

## **8. Racist incidents**

All racist incidents should be recorded and followed up as necessary – please see Equality Policy.

## **9. Exclusion**

### **9.1 Fixed Term Exclusion**

We use exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours such as:

- an unprovoked violent physical attack on a pupil resulting in injury
- physical attack on an adult
- persistent bullying, racism, sexism or harassment (which causes significant distress)
- bringing an offensive weapon in to school
- bringing drugs or drugs paraphernalia into school
- major theft or vandalism
- leaving the site without consent (away from the immediate boundaries)
- other very dangerous or irresponsible behaviour

The decision to exclude a pupil is not one that should be taken lightly. A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All of these behaviours could lead to fixed term exclusion. When excluding a child we follow LA guidelines. The school will work to the principles outlined in **Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012**.

Only the Head Teacher can exclude a child. The parents should be telephoned as well as sent a letter. The parents should accompany the child on their return to school (or make an appointment to see the Head Teacher if work commitments make this difficult) to discuss a joint way forward.

### **9.2 Managed Move**

Managed moves are processes which allow pupils to move between schools without the stigma of exclusion. Langley Park Primary School works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a pupil with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the pupil, parent/carer and the school has in effect broken down.

### **9.3 Permanent Exclusion**

A decision to exclude a pupil permanently is a very serious one and will be considered as a last resort, in response to a serious breach, or persistent breaches of the school’s behaviour management policy or where allowing the pupil to remain at Langley Park Primary School would seriously harm the education or welfare of the pupil or others in the school.

- Exclusion procedures are implemented after consultation with the Governing Board
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Board and the LA



- If you disagree with the way your child has been punished, first talk to the Head of School. If you're not satisfied, ask for a copy of the school's Complaints Procedure
- Parents have the right of appeal to the Governing Board against any decision to exclude. Ask for a copy of the school's Complaints Procedure.
- Rules may sometimes have to be more flexible for some children.

#### **10. Children causing serious concern**

The above approaches, consistently applied will ensure good behaviour of the majority of pupils but a small minority will exhibit social, emotional or behavioural difficulties which require a more intensive approach. These children should be referred to the social communication advisor so they can have a more detailed assessment made of their behaviour. Those children who also have learning difficulties will also have a support target plan (formerly IEP) which addresses these. These learning difficulties may be affecting the child's self-esteem and thus the root of the behavioural difficulties.

Children with significant difficulties, which may or may not be related to mental health or child protection issues, can also be referred to

- the school counselling and group therapy service
- the school educational psychology services
- CAMHS – NHS child mental health service.

Parents of children at risk of repeated or permanent exclusion will be asked to meet with the Head Teacher and SENCO so that a joint approach can be agreed and implemented.

#### **11. Policy Statement on Equality and Community Cohesion**

Working within this policy we aim to make sure that no-one (including children, staff, parents and carers) experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

*(Equality Act 2010)*

\*Golden rules from Jenny Mosley, author and co-author of many practical texts, including "Turn Your School Round", "Quality Circle Time in the Primary Classroom" and "More Quality Circle Time".

#### **See also:**

Positive handling policy

Anti Bullying Policy



# LEVEL ONE



Behaviour issue	Possible sanction	People involved	Support offered
<ul style="list-style-type: none"> <li>• Inappropriate behaviour</li> <li>• Distracting others</li> <li>• Failing to listen</li> <li>• Calling names/teasing</li> <li>• Not being on task</li> <li>• Lack of care about classroom and equipment</li> <li>• Pushing in lines</li> <li>• Shouting out</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal reminder</li> <li>• Verbal reminder that <b>if</b> the behaviour continues the child will move to orange level on the traffic light system</li> <li>• Work to be completed in own time</li> </ul>	<p>Pupil &amp; Class Teacher</p> <p>MDS &amp; Pupil</p> <p>MDS &amp; Class teacher</p> <p>Class Teacher and pupil, KS Leader, Head or Deputy</p>	<p>Positive reinforcement of desired behaviours</p> <p>Role modelling high expectations</p> <p>Reinforce golden rules</p> <p>Consistent use of rewards e.g: house points/daily golden star awards</p> <p>Conversation with child and support strategies discussed</p> <p>Conversation with child and clarity of high expectations</p>

## LEVEL TWO



Behaviour issue	Possible sanction	People involved	Support offered
<ul style="list-style-type: none"> <li>• Consistent repetition of level 1 behaviour</li> <li>• Deliberate but minor physical abuse eg: pulling hair</li> <li>• Inappropriate language or being rude to other pupils or members of staff</li> <li>• Repeatedly ignoring instructions from a member of staff</li> <li>• Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation that the child is now moving on to <b>orange level</b> of the traffic light system</li> <li>• Time out in the classroom</li> <li>• 1:1 adult talking through why the behaviour is unacceptable</li> <li>• Missing part of play or lunchtime</li> <li>• Refer to Head/Deputy for possible further sanctions</li> <li>• Written log on CPOMS</li> </ul>	<p>Class Teacher and Pupil</p> <p>Pupil, Class Teacher, and parent</p> <p>Pupil, Class Teacher, KS Leader, Head or Deputy</p> <p>Pupil, Class Teacher, Head/Deputy</p>	<ul style="list-style-type: none"> <li>• Explanation/time frame made clear to the child re how to get back to the green level of the traffic light system</li> <li>• Strategies put in place to support identified needs e.g. visual timetables, personal organisers, visual prompts</li> <li>• Discussion about strategies for anger management and correct responses. Advice given to support child in making correct choices.</li> </ul>

## LEVEL THREE



Behaviour issue	Possible sanction	People involved	Support offered (as appropriate)
<ul style="list-style-type: none"> <li>• Consistent repetition of level 2 behaviours</li> <li>• Intense physical abuse e.g: fighting, hurting or spiteful behaviour</li> <li>• Intense verbal abuse e.g: swearing, racism, sexism, offensive name-calling or other bullying</li> <li>• Deliberate vandalism of property</li> <li>• Deliberate refusal to comply with adult requests</li> </ul>	<p><b>As above, plus:</b></p> <ul style="list-style-type: none"> <li>• Explanation that the child is moving to the <b>red level</b> of the traffic light system</li> <li>• Refer to Phase Leader/ Deputy Head/Headteacher</li> <li>• CT to inform parents. HT/DHT to arrange a meeting with parent for more formal discussion where appropriate</li> <li>• Time out of class eg: sent to another class for 5 or 10 minutes</li> </ul>	<p>Class Teacher and Pupil</p> <p>Pupil, Class Teacher, and parent</p> <p>Pupil, Class Teacher, KS Leader, Head or Deputy</p> <p>Pupil, Class Teacher, Head/Deputy</p> <p>SLT</p>	<ul style="list-style-type: none"> <li>• White or yellow behaviour report card to monitor behaviour linked to specific targets (see appendix 1). Parents and SLT to be informed.</li> <li>• Playground buddy system – a good role model is chosen to play with. The child earns back independent play time through good behaviour</li> <li>• SENCO assessment, if necessary</li> </ul>

## LEVEL FOUR



Behaviour issue	Possible sanction	People involved	Support offered (as appropriate)
<ul style="list-style-type: none"> <li>Persistent and extreme repetition of level 3 behaviour/s e.g. consistent verbal or physical abuse</li> <li>Dangerous behaviour to self and/or others e.g. aggressive outbursts or carrying offensive weapons or objects intended for use as a weapon</li> <li>Carrying, selling or using any illegal substances</li> <li>Stealing</li> <li>Running out of school</li> </ul>	<ul style="list-style-type: none"> <li>Removal from the classroom, adult take to place of safety (or remove other children) until calmed down</li> <li>Time out with SLT</li> <li>Parent informed immediately – formal meeting to discuss way forward with CT/HT/DHT</li> <li>CT to create incident report and give copy to SLT</li> <li>Possible fixed term/permanent exclusion or managed move</li> </ul>	<p>Class Teacher and Pupil</p> <p>Pupil, Class Teacher, and parent</p> <p>Pupil, Class Teacher, Phase Leader, Head or Deputy</p> <p>Pupil, Class Teacher, Head/Deputy</p> <p>SLT</p>	<p><b>As above, plus:</b></p> <ul style="list-style-type: none"> <li>Behaviour support plan, plus red monitoring report.</li> <li>Possible targeted support (provision map)</li> <li>Possible referral to Educational Psychologist/outside agencies</li> </ul>

## Behaviour Report



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Target 1:**

**Target 2:**

Pupil signature:

Class teacher/SLT signature:

	9—9.30	9.30—10.30	Assembly 10.30— 10.45	BREAK	11—12	LUNCH	1— 2.15	2.15—3.15	End of day comments
<b>MONDAY</b>									
<b>TUESDAY</b>									
<b>WEDNES- DAY</b>									
<b>THURSDAY</b>									
<b>FRIDAY</b>									