

**LINGEY HOUSE PRIMARY SCHOOL**

**HEADTEACHER: MRS C T WILKINSON**



# **Behaviour Policy and Written Statement of Behaviour Principles**

**July 2024 – July 2025**

**This is an interim policy which will be updating accordingly as practice develops**

# Behaviour Policy

At Lingey House Primary school we believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

## Introduction

- Good behaviour within school is essential if children are to feel safe.
- Good behaviour in school is essential so that children can achieve their full potential.
- We encourage a positive atmosphere based on rewards and clear, fair sanctions. Children are encouraged to resolve their differences through negotiation and discussion.
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves.
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance.

## Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important, and all pupils and staff need to know exactly what is expected of them.

Achieving good behaviour for all pupils is the shared responsibility of all adults working within the school and relies on seven key principles...

1. A consistent and positive approach by all school staff
2. Good classroom management, learning and teaching
3. A range of clear, age appropriate, rewards
4. A range of sanctions which follow a progressive sequence
5. Regular teaching of behaviour strategies and of what good behaviour is.
6. Effective organisation of the school day and its facilities to take account of behaviour issues
7. Promoting good attendance and punctuality for all

## Aims

We aim to:

1. Help pupils develop lively, enquiring minds and for children to value themselves.
2. For each child to develop a sense of self-respect and the capacity to live as an independent, self-disciplined and self-motivated person.
3. To encourage children to work cooperatively
4. For children to develop knowledge and skills.
5. For children to understand and embrace all differences in cultures, religions and lifestyles.
6. To provide a rich and relevant curriculum for all.
7. To foster a sense of belonging to a community.

## **Rewards**

The emphasis in our school is on recognising and encouraging positive behaviour in order to reinforce and encourage further good behaviour.

All staff praise and reward positive behaviour by:

- Giving verbal praise
- Feature in the weekly newsletter
- Giving stars, stickers and smiley faces
- Awarding certificates

As well as these rewards, we also operate a house points system in school. The children are split into six houses and every week they can earn rewards for their house to earn rewards at the end of every half term. To earn tokens, they can:

- Have 100% attendance
- Have a green behaviour card all week
- Achieve 80%+ in Accelerated Reading quizzes (2 a week)
- Read at home 3 times a week
- Hand in homework
- Being a positive role model

Each phase group within the school has adapted the above approaches to praise and reward in order to create an individual reward system which best suits the age and needs of the children within that phase.

At times rewards might vary in order to maximise effect and motivation for good behaviour.

## **Sanctions**

An essential part of our behaviour management lies in the fact that all pupils know what sanctions will be imposed for unacceptable or inappropriate behaviour.

The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm, respectful way
- accompanied by a model of acceptable behaviour and restorative conversation

## **Using the right level of sanction**

In our school, applying consistent and fair sanctions is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs.

The following criteria are used to inform the level of sanction given.

<b>Behaviour level</b>	<b>Examples</b>
<b>1. Low level negative behaviour</b> <ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Yellow card</li> <li>• If these behaviours persist- red card</li> </ul>	Fidgeting / fiddling, shouting out, failing to keep on task, leaving desks, Unkind remarks, Time wasting, Running in corridors, Pushing in line.
<b>2. More serious negative behaviours</b> <ul style="list-style-type: none"> <li>• Red card</li> </ul>	Threatening / Aggressive behaviour, refusal to co-operate, Disregard for authority,
<b>3. The most serious types of negative behaviour</b> <ul style="list-style-type: none"> <li>• Direct referral to SLT.</li> <li>• Parental involvement.</li> <li>• Incident of discrimination logged in accordance with LA/ National policies and legislation.</li> <li>• Outside agencies may be involved</li> <li>• Potential for short term exclusion</li> </ul>	Any form of discrimination against the protected characteristics.  Any violent behaviour with intent to hurt another person.  Any sexual abuse.  Bringing a weapon onto the school premises.

Coloured cards are used to help children to achieve good behaviour. Based on these criteria staff will consistently apply the criteria for which card colours are being used as well as taking in to account any additional needs that children have including but not limited to special educational needs.

- All children start the day on a green card. Good behaviour is the norm and we expect most children remain on a green card. However, if rules are not followed and there is low level disruption, a yellow card will be given to act as a reminder. If the behaviour improves, the card will return to green.
- If the behaviour does not improve a red card will be given.
- A red card will be given without a yellow card as a warning if a more serious negative behaviour occur (see table above for examples).
- All red and yellow card incidents are recorded on CPOMS and monitored by SLT.
- Where staff feel the behaviour is more serious (see level 3 above in the table for examples) this may be referred directly to SLT.
- Parental involvement and discussion to take place if persistent level 2 behaviours occur or if level 3 behaviours occur.
- Children will move back to a green card once behaviours have been adjusted.

### **Red and Yellow card guidance for children**

Yellow Card	Red card
I get a yellow card if: I don't follow the school rules I am unkind to someone I don't work hard I shout out or answer back I don't listen to instructions	I get a red card if: I hurt someone on purpose I am very unkind to someone I continue to shout out or answer back I continue not to work hard I continue not to listen to instructions

## Exclusions

- Exclusion guidance is based upon current Gateshead LA and DFE guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LEA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter within one school day.
- Detailed records of incidents are kept on CPOMS and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
  - Verbal abuse.
  - Violent or threatening behaviour.
  - Persistent, defiant, disruptive behaviour.
  - Bullying.
  - Racist or homophobic abuse.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- If a pupil is at risk from permanent exclusion a pastoral support programme will be implemented.

## Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence.

Support agencies can be asked to contribute help, e.g.,

- The Educational Welfare Officer
- Children's services
- The Behaviour Support Service.
- Educational Psychologist.

As a last resort, the pupils may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

## **Parents and carers**

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss school expectations with their child and work together with the school to address any concerns.

## **Written Statement of Behaviour Principles**

Lingey House Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

### **Principles**

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

### **General Expectations**

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

**Date:** July 2024

**Review:** July 2025

**Approved:** Full Governing Board on 10 July 2024