Laurance Haines School

Behaviour Policy

Date of Governing Body approval:	07 Dec 2016
Review:	07 Dec 2019
Signed	
Roger Gibbs	Chair of Governing Body

Laurance Haines School

Behaviour Policy

AIMS

It is the policy of this school to enhance a child's self-esteem and respect for others and their environment both within the school and the wider community. Through this shared belief the school aims to promote meaningful and effective learning in a positive and friendly atmosphere. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

PRACTICE

Children learn best in an atmosphere that is calm and positive. Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable not themselves as individuals.
Good behaviour is expected from all pupils at all times and will be acknowledged through:

1. Verbal personal and constructive recognition by adults and peers.
2. Personalised whole class reward system.
3. Small rewards such as stickers or House Points awarded for effort, helpfulness and achievement.
4. Informing parents/carers of their child's achievements through a Praise Postcard from any member of staff.
5. Recording their names on the Excellent Board.
6. Showing Assemblies.
7. Certificates presented in Celebration Assemblies.
8. Presentation Award
9. A Badge of Honour
10. Laurance Haines Larry to take home for the weekend
11. The Lassman, Slade, Ashton Termly Award for an outstanding student in each KS.
12. The Platt and RWI termly reading award.

Behaviour for learning is also encouraged through the use of our Buoyancy Balloons which promote resilience, collaboration, effort and teamwork. Children are rewarded as above for displaying behaviours outlined on the balloon (see Appendix 3):. We recognise that most children behave in this way, however, the balloon is used to encourage pupils that find their behaviour impedes their learning. As an extension of this and to promote children's well-being Badges of Honour can be awarded as follows:

- Green badge – for taking notice
- Yellow badge – for positive attitudes and effort in learning
- Blue badge – for being active
- Red badge – for making connections with others
- Purple badge – for giving

Behaviour that is unacceptable will result in sanctions. These are designed principally to aid children to recognise why their behaviour is unacceptable and to give them the opportunity to change it. Children will be made aware that they have choices to make. The Behaviour Ladder (Appendix 1) is designed to ensure that all children have the opportunity to achieve high standards in school and supports the principles of

the Home/School Agreement. Sanctions are clearly laid out in the behaviour ladder and it is up to the class teacher to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff.

When a child is identified as having difficulty in maintaining acceptable behaviour in school there are agreed strategies to be followed:

- The class teacher will support the child in improving their behaviour through positive reward systems
- School staff will liaise with each other to support the child through target setting (PSP) and positive reward systems in which parents/guardians will be consulted and invited to share the process.
- When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.

Behaviour in class will be monitored and recorded by class teachers and other adults working with the child on the School Information Management System (SIMS). It is imperative that the details of one off and ongoing incidents are filled in accurately and immediately as this will form the evidence to trigger further support. Any emerging patterns of unacceptable behaviour will be discussed with the Special Educational Needs Co-ordinator and an Individual Education Plan written if appropriate. Playground behaviour will be monitored by class teachers when on duty. Midday Supervisors' logbooks will be monitored by the Lead MSA weekly and by the Deputy Head Teacher termly. Serious issues will be reported to the Head Teacher/Behaviour Co-ordinator. Serious incidents and a repeating pattern of minor incidents such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers but the SLT will be kept informed. The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. The Head Teacher/Deputy Head/Behaviour Co-ordinator will record serious violations of the school behaviour code on the appropriate form and parents will be informed of all serious incidents involving their children. (Appendix 2).

Where a pattern of unacceptable behaviour has been identified there are interventions provided by the Pastoral Support Team to address the issues. Indoor/Outdoor was specifically designed to support children who persistently interrupt the play or learning of others. The Transformers programme was designed to support KS1 children to adopt behaviours for learning whilst developing the character strengths of KS2 children as mentors. Peer Mediators also support children to resolve differences between themselves and teach them how to reflect on their actions and words. As an extension of the Nurture Group, Nurture lunch is provided for children who may find a busy playground overwhelming or challenging. To underpin our expectations of behaviour we adhere to 'The six principles of Nurture' as outlined below:

- Children's learning is understood developmentally
- The importance of nurture for the development of wellbeing
- All behaviour is communication
- The classroom offers a safe base
- Language is a vital means of communication
- The importance of transition in children's lives

Children who do not respond to the school's planned strategies to help them to overcome their difficulties will be excluded for a short fixed term period with work set by school to be completed at home.
Subsequent exclusions could be for longer fixed terms with a reintegration programme or Pastoral Support

Programme (PSP) agreed by school, parents/ carers and outside agencies. Work will be provided to be completed at home. Permanent exclusion will follow if none of these strategies are successful.

A decision to exclude a child should only be made:

- In response to serious breaches of a school's behaviour policy; AND
- Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school.

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' disciplinary offence, and these can include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon

Bullying is not tolerated at any level and may result in exclusion if it persists. The exclusion could be fixed term or permanent depending upon the seriousness of the bullying.

Monitoring and evaluation

The effectiveness of this policy will be monitored by the Head and Deputy through incident reports. This will be reported to the Governors through the Head Teacher's termly report.
The policy will be reviewed three years after implementation.

Appendix 1

Level	Behaviour Examples	Actions/Sanctions
1 Low Level	• Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Bad language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment e.g. writing on whiteboards when they shouldn't be • Wandering around the room during work time • Dropping litter	• Reminder of rules and reward other children • Verbal warning • Age appropriate time out in class (e.g. 2 minutes Year One) • Related sanction e.g. re-do work, clean area • If during lunchtime, be sent to Reflection
2 Moderate Level	**Persistent level 1 behaviour** • Refusing to work • Hurting another pupil either physically or emotionally • Serious misuse of school equipment e.g. scissors • Dangerous play • Improper use of toilets or wash basins	• Send to parallel teacher for five minutes • Lose age appropriate minutes from break time in classroom. • If during lunchtime, be sent to Reflection
3 Serious	• **Persistence in relation to behaviours listed under level 2** • Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Throwing/kicking objects that could cause harm • Vandalism • Inciting other children to misbehave • Swearing (intentionally) • Possession of inappropriate materials/objects	• Send to key stage leader for rest of lesson • Lose all of lunchtime – Reflection room • Enter incident onto Sims, including victim data. • Teacher complete parent slip and pass to Head / Deputy teacher for signing and recording on SIMs.
4 Very Serious	• **Persistence in relation to behaviours listed under level 3** • Children excluding each other because of looks, colour, race, belief, gender or disability • Any form of repeated bullying (see policy) • Swearing at an adult • Stealing • Serious injury to someone else with intent • Verbal abuse to an adult (of any sort) • Incidents of a sexual nature	• Send to Head/Deputy teacher • Parents informed *(Detailed letter and phone call)* • Possible exclusion • Possible reduced timetable • Enter incident onto Sims (HT/DHT) • Possible intervention from other agencies, eg. police, social workers etc. • Possible intervention from Governors
5 Extremely Serious	**Persistence in relation to behaviours listed under level 4** • Possession of harmful substances or weapon	• Permanent exclusion

NB – children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level.

Appendix 2

Level 3 Slip

<table>
<tr><td colspan="6"><u>Behaviour slip</u>

At Laurance Haines we care about maintaining high expectations of good behaviour. Unfortunately your child has been involved in a level 3 incident. We hope you will find time to discuss this incident with your child. Please do not hesitate to contact your class teacher if you wish to discuss this further.</td></tr>
<tr><td colspan="5">Staff name:</td><td>Date:</td></tr>
<tr><td colspan="5">Pupil name:</td><td>Class:</td></tr>
<tr><td>Level</td><td>1</td><td>2</td><td>3</td><td colspan="2">4</td></tr>
<tr><td colspan="6">Comment</td></tr>
<tr><td colspan="6">Headteacher:</td></tr>
</table>

Level 4 Letter

Date _____ Class_____

LEVEL 4 BEHAVIOUR

Dear Parent/Carer of_____

It is our school policy to inform parents in writing in the event of very serious misbehaviour. This letter is to inform you that your child broke the school rules today at level 4 by

_____
_____
_____

Your child has spent a period of time with a senior teacher, discussing an account of how today's incident occurred. This has been recorded on the school database for future reference. It is clear that your child understands that behaviour of this kind is unacceptable and that it must not happen again. I consider this incident to now be resolved. However, you will be contacted again if necessary.

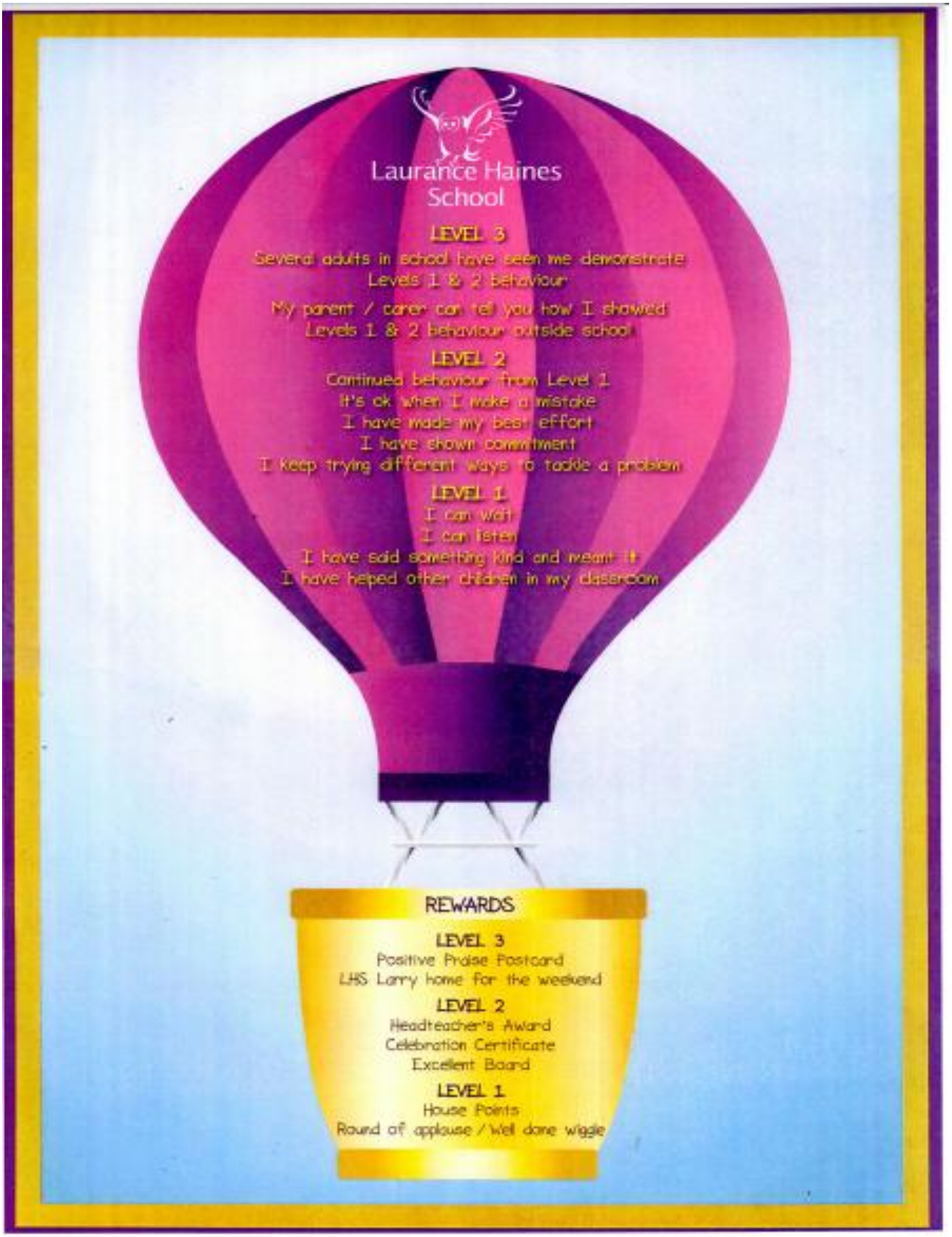
We believe in establishing positive partnerships with parents as this is a key part of promoting and maintaining high standards of behaviour. If you have particular concerns regarding your child's behaviour, either in relation to today's incident or in general please contact the school to make an appointment with a senior member of staff.

Yours sincerely

Head teacher/Deputy Head teacher

Level 4 Behaviour

I confirm that I have read the letter regarding my child's recent inappropriate behaviour.
Comments (Optional):

Child's name: _____ Class_____
Signed: _____ Date_____

Appendix 3: Buoyancy Balloon Chart