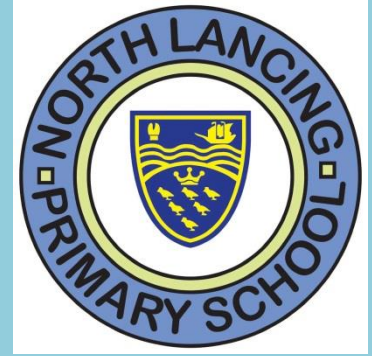


# **NORTH LANCING PRIMARY SCHOOL**



## **Behaviour Policy**



# North Lancing School

## Behaviour Policy

The ethos of the school is summarised by its aims:

1. To aim for the best
2. To try hard
3. To be fair
4. To be kind
5. To take care
6. To think for ourselves
7. To work together to achieve great things

Clearly, these are the underlying principles for the expected behaviour of pupils at North Lancing Primary. The principles, methodology and structure of good pupil behaviour is summarised in this policy.

**We believe that effective and positive behaviour management will help children to take responsibility for, and control of, their own behaviour.**

**The policy aims to develop children who;**

- consider others feelings;
- welcome diversity of culture, ability and ethnicity;
- self-manage conflict;
- have self respect and therefore respect others;
- exhibit self control;
- demonstrate appropriate behaviour in a range of situations;
- share their time, resources, equipment and themselves with others;
- are assertive but not aggressive;
- care for the school and each other;
- take responsibility for their own actions;

- express their feelings;
- develop positive attitudes to school life and the contribution they can make to it

**In order to help children to meet our expectations we should provide the following:**

- Clear systems and routines for the day
- Planning for differentiation which reflects and caters for the needs of individual pupils
- Challenging and enjoyable tasks
- Clearly labelled and accessible resources
- Clutter free classrooms and working spaces
- High expectations in both standards of work and behaviour

**Strategies to encourage children to behave well**

In order to encourage children to behave well all adults will actively focus and remark on good behaviour when it is seen. **The emphasis will be on positive attention for positive behaviour.** The attached 'Reward Structure' details the rewards that may be used to foster expected behaviour.

**Class Rules**

Each class teacher will negotiate class rules with their children at the beginning of each school year. The rules will be:

- few in number
- positively phrased
- frequently referred to
- displayed
- consistently applied

## **Reward Systems**

Teachers will negotiate with their children systems for rewarding appropriate behaviour. Each teacher must ensure that the children in their class know how rewards can be gained.

It has been agreed that any of the following may be used for rewarding appropriate behaviour in the classroom and around the school:

- praise - verbal and non-verbal;
- comments to parents through personal remark and home/school book;
- sending the child to another adult in the school to share success;
- whole class privileges;
- giving responsibility;
- giving house points/stickers/certificates;
- weekly merits

In order to provide children with a visual indication of their progress in improving or maintaining good behaviour teachers may find it helpful to use house charts, walls of achievement, good behaviour trees, or marbles in a jar.

## **Maximising effects of reward systems**

In order to maximise the effect of reward systems on reinforcing the desired behaviour, the following guidance should be adhered to:

- All adults should be actively on the look out for good behaviour and should comment on it when it is seen;
- Remarks made about good behaviour should specifically relate to the desired behaviour and avoid making vague reference to children being good;
- Any form of positive reinforcement should be given as soon after the good behaviour occurs as possible - so the child knows exactly which behaviour is being rewarded
- All adults should be seen to be firm, fair and consistent in their application and reinforcement of agreed rules (school, playground, class)
- All children should be given the opportunity to have a fresh start, a clean slate so that they have the chance to prove that they can behave well. Adults should therefore avoid reminding children of their previous mistakes.

### **Strategies for discouraging inappropriate behaviour:**

For the majority of pupils we will use the following strategies to discourage inappropriate behaviour:

- non-verbal signals e.g. frown, eye contact, raised eyebrows, waiting for children to be ready
- regular scanning of the classroom remarking on appropriate and inappropriate behaviours
- praising a child who is behaving well near a child who is behaving badly
- distracting and defusing situations in order to prevent problems from escalating - take the heat out of the situation
- pre-empting situations - seeing a situation about to occur and distracting, defusing or reminding the children concerned what behaviour is required from them

### **Strategies for dealing with inappropriate behaviour**

In dealing with behavioural incidents we need to ensure that the children are aware of the aspect of their behaviour which needs to change and how it should change. The strategies employed should therefore:

- indicate which behaviour is inappropriate
- indicate how and why it is inappropriate
- explain how it needs to change by teaching or pointing out the desired behaviour

In order to deal with behavioural incidents in a consistent way throughout the school the following guidance will be followed and strategies employed:

- correct any misunderstanding - sometimes children have genuinely misunderstood, or do not know what is required of them
- ensure that all behavioural incidents are dealt with/managed as soon as possible - this will help to reinforce which behaviours are undesirable and how they should change

- once an incident has been dealt with adults should rebuild their relationship with the child or children concerned
- all adults should model appropriate behaviours in their management of behavioural incidents (role modelling)
- all adults must avoid the use of sarcasm and put downs in their management of behavioural problems
- adults must ensure that verbal reprimands and comments about inappropriate behaviour are focused on the behaviour and not the child (preserving self-esteem)
- whenever possible children must be given a warning about their behaviour and the consequences of that behaviour before any consequences are carried out
- all adults must be firm, fair and consistent in their application of the school, class or playground rules and the use of rewards, punishments and sanctions

All adults must use their discretion about the most appropriate means of dealing with inappropriate behaviour when it occurs. The following list provides a guide as to the strategies which should be employed:

- non-verbal signals - showing disapproval
- verbal reprimands - indicating which behaviour is undesirable and how it should change
- warning - if an inappropriate behaviour is repeated, a warning should be given as to what will happen if that behaviour occurs again. Any threatened sanctions or punishments must then be carried out if necessary without further warning being necessary
- separation - children who find it difficult to behave well may benefit from being moved to sit with different children or to work on their own
- pre-negotiated rewards may be used to discourage inappropriate behaviour. e.g. reminders that children will not get their reward if they continue to exhibit the identified behaviour (NB - rewards already given should not be taken away as punishment as this negates the original reward)
- time out - children with behavioural difficulties may find it helpful to have a space or area of the classroom/playground where they can take time to calm down and regulate their feelings. This can be adult directed or child initiated. The adult

and child can work on the child taking responsibility for determining when he/she should seek time out and when he/she should return to normal activities.

- children who persistently misbehave may need time in another classroom (previously negotiated)
- This strategy may be used to give the teacher and child some space from each other to ensure that relationships do not irrevocably break down
- This strategy should only be used for short periods of time and not too often The child's teacher should provide the tasks or activities that the child should do
- The child should not be given any attention in the "placement class" as this may reward the child for inappropriate behaviour
- where necessary children with persistent behavioural problems may need the use of a behaviour logs and contracts

### **Behaviour contracts**

Behaviour contracts may be issued in more persistent cases. These should include:

- reference to the behaviour which needs to change how it needs to change
- what the new and desired behaviour is
- how the desired behaviour will be rewarded
- which sanctions/punishments have been agreed if the child cannot exhibit the desired behaviour

Where contracts are used it is important that the teacher only focuses on one behaviour at a time. Contracts can be written, drawn or verbal and children can be invited to sign their agreement to the contract if this is helpful/desirable. Contracts should be used as short term strategies and may cease to be effective if over used. Other adults in contact with the child need to know about the contract and how they can support it.

### **Physical guidance or restraint.**

Where a child's behaviour endangers his/her own safety or the safety of other children it may be necessary to use physical guidance or restraint to stop the undesirable behaviour. (See physical Restraint Policy)

- In circumstances where a child's behaviour is extremely poor, the child should be sent directly to the headteacher (or deputy headteacher)
- in exceptional circumstances, the headteacher may consider it necessary to exclude a child from school for an agreed period

See the attached **Discipline Structure and Sanctions**. This also indicates appropriate time for parents to be contacted and involved in helping their child.

### **Children with behavioural difficulties**

Children who do not respond to the usual strategies may require special help and support to manage their behaviour. They will benefit from:

- Strategies which build their self esteem and establish relationships of trust with adults
- The consistent firm and fair management of their behaviour
- A clear routine and structure to their day
- The use of contracts to help them change one behaviour at a time
- The consistent use of praise and or other rewards for even minor behavioural achievements
- Peer group support - other children being appropriately informed and helping them to achieve their targets
- Certain minor behaviours being ignored in order to avoid the nag trap

In order to be of most help to the children concerned teachers should:

- Look for patterns in the behaviours of concern
- Note what the child enjoys and is good at and what the child doesn't like doing or struggles with
- Use 'Zones of Regulation' vocabulary to explore pupil feelings
- Involve parents/carers and invite them to work in partnership with the school
- Ask for help or advice from the SENCO/Headteacher (they may invite external support)



### **High level disruption**

Violence, physical attacks, and direct refusal to follow adult instructions will be dealt with as agreed in school behaviour policy i.e. pupil referred straight to SLT/Deputy/Head, behaviour log completed and appropriate action taken.

### **Headteacher Awards**

These should focus on pupils' work and be for especially good work for a child given their level of ability. These will not be behaviour related.

### **Important Notes**

- Child has no PE kit – Child will receive a verbal reminder followed by a letter the next time. If the form is not returned the matter should be referred to the Head or Deputy.
- Children should not have “Earned Rewards” taken away i.e. miss playtime rather than removing golden time.
- Where possible each incident should be dealt with the same day ensuring the child has a clear understanding of what they have done wrong, the sanctions they will receive and how they can avoid these sanctions being employed next time.



## North Lancing Primary School Sanction Structure

Positive behaviour management will help children to take responsibility for, and control of, their own behaviour. In order to encourage children to behave well all adults will actively focus and remark on good behaviour when it is seen. The emphasis will be on positive attention for positive behaviour. Each class teacher will negotiate class rules with their children at the beginning of each school year. The rules will be: few in number; positively phrased; frequently referred to; displayed; and consistently applied.

Dealt with by	Example of Behaviours	Sanctions/ follow up procedures
<p><b>Teacher (Class)</b> Child will be asked to explain events to parents. (Notes to parents as)</p> <p><b>Partner Teacher</b> (Child's teacher will consult parents to explain what has happened)</p> <p><b>Phase Leader</b> Child's teacher to ask parents to see Phase Leader to discuss behaviour)</p> <p><b>Deputy Head</b> Deputy will call parents to discuss. <b>Head Teacher</b> Headteacher will call parents to discuss as appropriate)</p>	<ul style="list-style-type: none"> <li>• Disruption in class e.g. chatting, breaking equipment</li> <li>• Rudeness to pupils (Verbal torment)</li> <li>• Poor work effort</li> <li>• Forgotten PE Kit</li>   <li>• Continual disruption in class</li> <li>• Continual poor effort in class</li> <li>• Continual dangerous behaviour e.g. rocking on chairs etc.</li> <li>• Continuing to forget PE kit</li>   <li>• Major disruption in class</li> <li>• Rudeness to teacher</li> <li>• Point blank refusal to carry out instruction from an adult</li>   <li>• Continual major disruption in class</li> <li>• Destruction of property</li> <li>• Long term disruption in class</li> <li>• Violence towards another child</li> <li>• Violence towards an adult</li> <li>• Bullying</li> <li>• Racism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reward good behaviour around undesirable behaviour</b></li> <li>• <b>A clear warning is given and an opportunity to improve</b></li> <li>• <b>Remove from main group/ activity (Reflection Zone)</b></li> <li>• <b>Peer approval/ disapproval</b></li> <li>• <b>Send to partner class (after 3 chances) with a note explaining why</b></li> <li>• <b>Withdrawal of privileges i.e. break time, responsibilities</b></li> <li>• <b>Spend break time with teacher (Supervised play)</b></li> <li>• <b>Parental involvement – creating a regular form of communication</b></li> <li>• <b>Use of behaviour sheets</b></li> <li>• <b>Use of behaviour logs</b></li> <li>• <b>Behaviour contracts</b></li> <li>• <b>Send child to an SLT member</b></li> <li>• <b>Sit outside the Headteacher's room</b></li> <li>• <b>Send to Deputy Head</b></li> <li>• <b>Send to Headteacher</b></li> <li>• <b>Exclusion</b></li> </ul>

### Phase Leaders:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kate Button		Gill Marmont		Hannah Silverson		Joe Todd

## North Lancing Primary School Reward Structure

Children will be put into one of four teams, Pegasus (Blue), Unicorn (Yellow), Dragon (Green), and Phoenix (Red). They will remain in this team for the duration of their time at North Lancing. House points will be given for good work, attitude and behaviour. The totals for each class will be collected weekly (Thursday). A half-termly pennant will be awarded to the winning team. An overall trophy will be awarded at the end of the year. Individual classes will decide upon their own reward system that children work towards in order to gain merit points.

General Individual rewards		
Example of behaviours	Reward	Frequency of reward (flexible)
Consistent hard work, positive attitude, high attainment. Exclusive to those pupils who always do their best/work hard.	Head Teacher's award (sticker and certificate/name in newsletter)	Approximately 1 pupil per class per week (Marilyn keeps record on the computer)
Improvement in an area; a particularly good piece of work/behaviour.	Merit certificate: Year R - Year 6	Approximately 4 pupils per class per week
Good work/behaviour in class	House points 1/2	As and when teacher sees fit
Class collaborative rewards (class choose reward on achieving total)	E.g. Marble/chain link to + to class total	As and when teacher sees fit

Daily individual rewards		
Example of behaviours	Reward	Frequency of reward (flexible)
Listening, careful work, effort, attainment, behaviour, presentation, improvement in a given area	Reward stickers/points	As and when
	Teacher praise/written comments	As and when
	Sharing work with another teacher	As and when
	Informing parents	As and when

Other rewards		
Example of behaviours	Reward	Frequency of reward (flexible)
Improvement/good example of work/behaviour/attitude of SEN pupil	See Mrs Burnage/Miss DeFreitas	As necessary
Homework in on time/good quality homework	Name put in homework prize draw	Prize draw done half-termly
Consistent effort, attainment, behaviour as a whole class	Golden time	Weekly (on a Friday afternoon)
Reading daily at home	Entry into book prize draw	Weekly draw – 2 upper and 2 lower winners
Reading word count (Accelerated Reading)	Class Totals/Individual certificates	Class Weekly/Individual at milestones
Beautiful, consistent or most improved handwriting	Handwriting certificate/work displayed	Weekly in assembly. Pen/pencil winner
Times Table and Maths Skill Progress	TT Rockstars and Numbots Certificates	Weekly in assembly + milestones
Moving from pencil to pen (Year 3)	Handwriting licence and pen	As and when pupils are ready
Best class attendance for the week	Attendance award	Weekly
100% attendance for the term	Attendance award certificate	Termly
Progress through swimming stages	Swimming certificates	As and when tested
Achievements outside of school	Share certificate in Friday award assembly	As and when certificate/award achieved