



## **Newtown Linford Primary School Behaviour Policy**

### **1 Aims and objectives**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### **2 Rules**

Children and adults at Newtown Linford have worked hard to create a set of rules for our school. The rules and sanctions were drafted and then approved by the whole school. These are the important rules that have been created:

#### **Our Golden Rules**

**We always show good manners and politeness. We are kind and thoughtful towards others.**

**We listen carefully to each other.**

**We follow instructions from adults the first time. We are honest.**

**We work hard and are always ready to learn. We look after everyone's property.**

**BY FOLLOWING OUR GOLDEN RULES WE SHOW RESPECT TO EVERYONE**

## **Our Golden Rules**

**We always show good manners and politeness. We are never rude to others.**

**We are kind and thoughtful towards others. We don't hurt anybody's feelings.**

**We listen carefully to each other. We don't interrupt.**

**We follow instructions from adults the first time. We don't ignore others.**

**We are honest.**

**We don't cover up the truth.**

**We work hard and are always ready to learn. We don't waste time.**

**We look after everyone's property. We don't waste or damage things.**

### **BY FOLLOWING OUR GOLDEN RULES WE SHOW RESPECT TO EVERYONE**

The rules are of equal importance; we would like children to follow them in the community as well as in the school. The rules are the basis of the policy. They are displayed prominently throughout the school. It is important that children know the rules and understand them. Following best practice guidance our rules have a positive statement followed by a negative statement to support children at certain times within school. This ensures all children clearly understand the behaviour expectations.

### **3 Rewards**

3.1 We praise and reward children for good behaviour in a variety of ways:

- Verbal praise
- Stickers
- Each week, we nominate one child from each class to receive a Headteacher Award (Certificate and Wristband) and a 'Core Value Award' in our Friday Celebration Assembly. Children take these certificates home and also have their photograph displayed on a display board in the hall.
- Children work towards achieving Bronze, Silver & Gold metal badges which they wear on their school uniform. Children receive dojos from all adults within school for following the School Rules and for working hard or producing quality work. These are recorded electronically via the classes interactive white board.

### 3.3 Lunchtime Rewards

- During lunchtime our Supervisors also award dojos to children following the school rules to help achieve their Bronze, Silver & Gold Badges.
- During the week they will also choose children who repeatedly demonstrate excellent behaviour and support for others to receive 'The 'Mid-day Supervisors Award'.

3. The school acknowledges all the efforts and achievements of children, both in and out of school, showing certificates and awards in Friday's Celebration Assembly. Children are encouraged to put these in a box in the stored outside the Headteacher's Office.

## 4 Sanctions

4.1 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Children may also lose part of their playtime or dinner time. Teachers will give a verbal warning and then a visual warning before this approach is used. Their name will then be recorded on the board and they will miss part of the next break time.
- Depending on the child's age playtime can also be lost for not completing Homework (see Homework Policy).
- Children who use physical violence or swear will be sent to the Senior Teacher immediately to discuss their behaviour. She will then decide if it is necessary to involve the Headteacher at this point.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident via CPOMs and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A record of these incidents are kept via CPOMs to enable all teaching staff to monitor patterns.

### 4.2 Playtime and Lunchtime Sanctions

In the playground children receive a verbal warning for not following Our Golden Rules. After this they are asked to take time out on the wall. If it is necessary after this children are then sent to the Senior Teacher to discuss their behaviour who will then decide if it is necessary to involve the Headteacher.

4.3 The following are responses to serious misbehaviour:

- Parents informed
- Meeting between parents and the Headteacher
- Behaviour Report

- Lunchtime Detention
- Exclusion from school at lunchtime
- Exclusion from school for a fixed period
- Permanent exclusion

4.4 **Behaviour Report** is a programme which monitors a child's behaviour through each session in a day (including playtime and lunchtime). The child meets with their Parents, Class Teacher and the Headteacher to set no more than two targets. They are then rewarded for the smiley faces/ticks they achieve, with a sticker being awarded for a full day, then a full week of smiley faces/ticks. The report is monitored every day by the Class Teacher, Parents and Headteacher. At the end of the week the Headteacher meets with the child to look at their progress. Parents also sign the report each week to show they have discussed it with their child at home. (See Appendix 1)

4.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

4.6 All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or property. The actions that we take are in line with government guidelines on the restraint of children.

## **5 *The role of the Class Teacher***

5.1 It is the responsibility of Class Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

5.2 The Class Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

5.3 The Class Teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.

5.4 If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents via CPOMs. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the Senior Teacher who then decides whether or not to include the Headteacher..

5.5 The Class Teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the LA's Behaviour Support Service.

5.6 The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a Parent if there are concerns about the behaviour or welfare of a child.

## **6 *The role of the Headteacher***

6.1 It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

6.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

6.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

6.4 The Headteacher has the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of the Local Advisory Board has been notified.

### **7.0 *The role of Parents***

7.1 The school collaborates actively with Parents, so that children receive consistent messages about how to behave at home and at school.

7.2 We expect Parents to support their child's learning. We work hard 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.

7.3 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If Parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem the Director of School of Bradgate Education Partnership should be contacted. (See our School's Complaints Policy).

### **8.0 *The role of the Local Advisory Board***

8.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Advisory Board support the Headteacher in adhering to these guidelines.

### **9.0 *Fixed-term and permanent exclusions***

9.1 Please see our Exclusions Statement

### **10.0 *Monitoring and review***

10.1 The Headteacher monitors the effectiveness of this policy yearly. She also reports to the Local Advisory Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps records concerning incidents of misbehaviour via CPOMs. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes via CPOMs.

10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the Local Advisory Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Advisory Board will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

10.5 The Local Advisory Board reviews this policy yearly. The Board may, however, review the policy earlier than this if the government introduces new regulations, or if the Board receives recommendations on how the policy might be improved.

**Appendix 1**

Newtown Linford Report Card							
Name			Class				
<ul style="list-style-type: none"> <li>Write no more than two behaviour targets in the box below</li> <li>Please grade their behaviour at the end of each session with a tick for each target achieved</li> <li>Send a copy home to parents</li> </ul>							
Behaviour targets:							
W/b	Session 1	Session 2 Playtime	Session 3	Session 4 Lunchtime	Session 5	Session 6	Signature
Mon							Teacher Parent
Tues							Teacher Parent
Wed							Teacher Parent
Thurs							Teacher Parent
Fri							Teacher Parent
End of week Teacher comment							
End of week Parent comment							
End of week Head Teacher comment							