**Achieving Good Behaviour Policy**



**January 2024 - December 2024**

**Lingey House Primary School**

**Headteacher: Mrs C T Wilkinson**



**Achieving Good 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.

|  |  |
| --- | --- |
| **Behaviour level** | **Examples** |
| 1. Low level negative behaviour
* Verbal reminder
* Yellow card
* If these behaviours persist- red card
 | Fidgeting / fiddling, shouting out, failing to keep on task, leaving desks, Unkind remarks, Time wasting, Running in corridors, Pushing in line.  |
| 1. More serious negative behaviours
* Red card
 | Threatening / Aggressive behaviour, refusal to co-operate, Disregard for authority,  |
| 1. The most serious types of negative behaviour
* Direct referral to SLT.
* Parental involvement.
* Incident of discrimination logged in accordance with LA/ National policies and legislation.
* Outside agencies may be involved
* Potential for short term exclusion
 | 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 rulesI am unkind to someoneI don’t work hardI shout out or answer backI don’t listen to instructions | I get a red card if:I hurt someone on purposeI am very unkind to someoneI continue to shout out or answer backI continue not to work hardI 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.