



# **Little London Community Primary School**

## **Positive Behaviour Policy**

**Review date: 14<sup>th</sup> March 2022**

### **Introduction**

Positive relationships between staff and pupils are the foundation on which good order and discipline are based at Little London Community Primary School (LLCP). Our ultimate aim is for children to develop self-discipline and be able to regulate their own feelings and behaviour. We aim to achieve this in the classroom and throughout the school by creating an atmosphere of mutual respect and a sense of collective responsibility amongst members of the school community.

### **Aims**

Through the implementation of this policy, we intend to:

- enhance pupils' self-esteem
- encourage individuals to recognise and respect the rights of other pupils
- affirm cooperation as well as responsible independence in learning
- promote the values of honesty, fairness and respect for others and property
- help develop pupils' self-discipline and self-control
- enable pupils to be on task with their learning
- encourage ownership of behaviour and accountability
- enable rational conflict resolution (see Appendix 1)

All staff at LLCP will:

- actively look for opportunities to praise pupils, in an effort to make all pupils feel valued (see Good Behaviour Code Appendix 2)
- promote the school's reward/sanction system
- model the types of behaviour which should be encouraged, eg appropriate classroom voice, self-control, etc. (see Appendix 3)
- display work, with children's full names to increase self-esteem and foster a sense of belonging and ownership
- be fair, consistent and proportionate when issuing sanctions
- ensure that a climate of acceptance and respect exists for all pupils
- listen to a child's viewpoint
- provide a stimulating environment to motivate pupils
- be specific with praise and correction so that a child will know precisely what they are doing well or what they need to improve
- be mindful of each individual class's agreements (written at the beginning of the year)
- be organised and prepared so that opportunities for disruption are minimised
- encourage pupils to take responsibility within school in a variety of ways



## **High Expectations**

Staff at LLCP have high expectations of behaviour and promote these with pupils regularly, in a variety of ways.

### School Rules

Current school rules are:

- Be good and polite
- Always do your best and take pride in your work
- Think before you act, do not allow bullying to happen
- Do as you are asked the first time
- Come to school every day – on time!
- Never give up!

### Class Agreements

At the beginning of every school year, teachers and support staff of each class draw up an agreement with children and display this in class.

### Non-negotiables

The following is a list of behaviours that are expected of all children throughout school thereby minimising the need to spend learning time reiterating general classroom expectations.

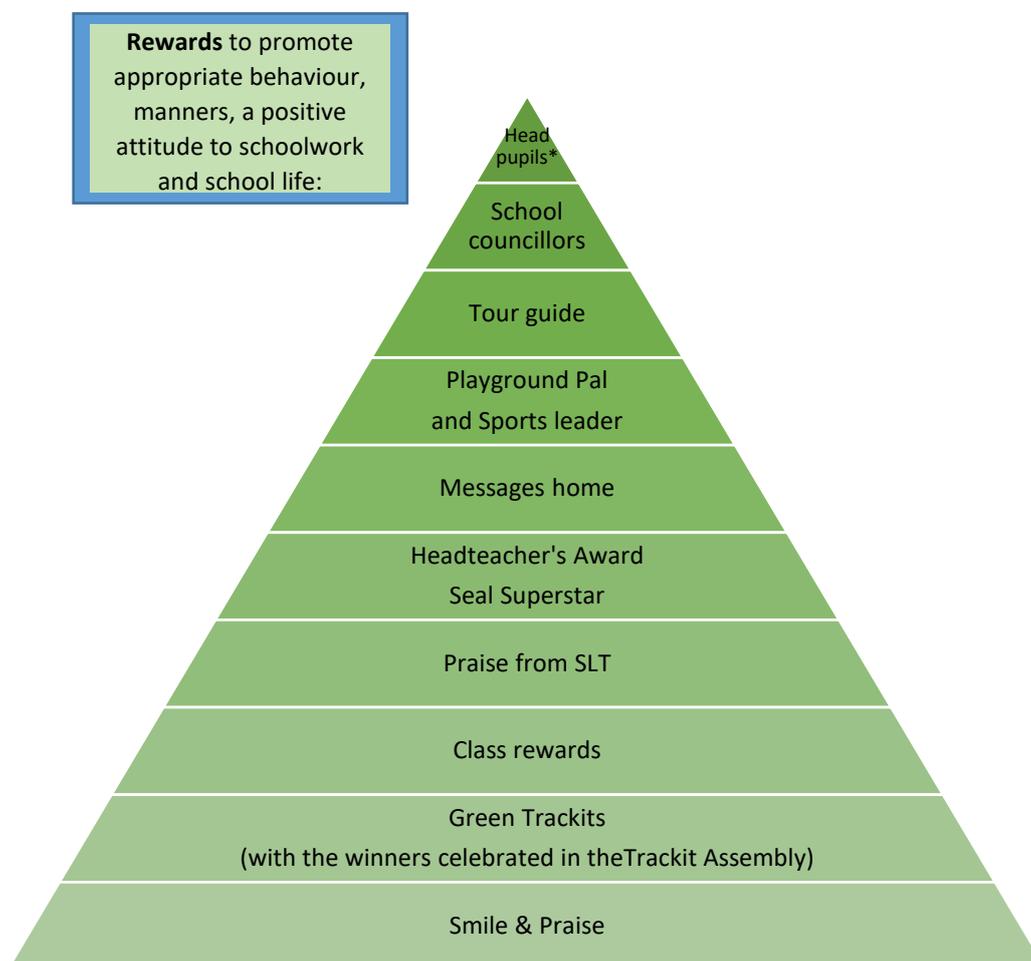
- **Non-Negotiables**
- All pupils should respect the rights of others to learn in a safe environment.
- Pupils are expected to:
- Behave in an orderly and self-controlled way.
- Show respect to adults and each other.
- Move quietly around school.
- Treat the school buildings and school property with respect.
- Take responsibility for behaviour and accept consequences.
- Be polite at all times.

### Routines

Routines are important to good behaviour and time is spent establishing these in class and around school at the beginning of each year.

## Rewards

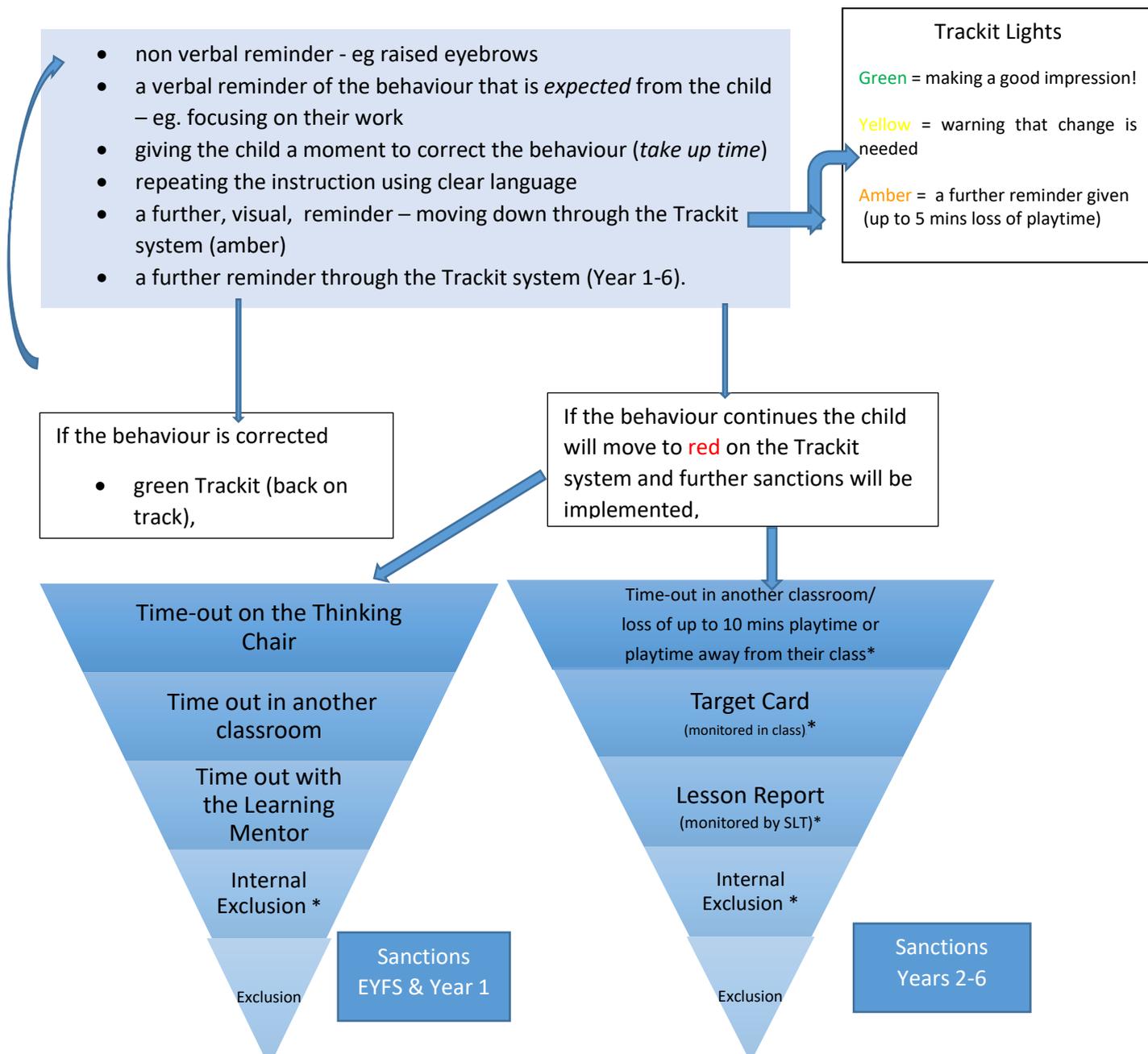
Our focus is to promote appropriate behaviour with positive reinforcement of what is expected, focusing on pupils' achievements, ie *catching pupils getting it right* – as illustrated below.



## Sanctions

Whilst the majority of our pupils will meet our expectations for the majority of the time, there will be occasions when they make inappropriate choices. Just as we reward pupils for good behaviour choices, it is important that they understand there are consequences for inappropriate choices

Staff will ensure children have ample opportunity to correct any undesirable behaviour. In most cases, the following procedure will be followed:



\* Each stage may be tried on several occasions, dependent on the behaviour, at the discretion of the Senior Leadership Team.

## Breaktimes & Lunchtimes

Children will be instructed to take some *thinking time* at the wall

### Definitions of misbehaviour

- misbehaviour is defined as:
- disruption in lessons, in corridors and between lessons and at break and lunchtimes
- answering staff in a disrespectful way
- non completion of classwork or homework
- poor attitude
- comments which are intended to embarrass, humiliate or be hurtful in any way
- tantrums and refusals
- disrespect of school equipment

### Serious Misbehaviour is defined as:

- repeated breaches of the school rules
- any form of bullying (see Bullying and Anti Bullying Policy)
- vandalism
- theft
- fighting
- racist or any other legally recognised discriminatory comments
- swearing
- biting and spitting

## Lunchtimes

Most incidents at break and lunchtimes will be dealt with by the staff on duty. At lunchtimes, Lunchtime Supervisory Assistants will be responsible for maintaining high expectations of behaviour and will deal with most incidents on the playground, eg minor disagreements between pupils, foul play, etc. These incidents may incur a few minutes *thinking time* at the wall. More serious incidents will be referred to a Learning Mentor or a member of the SLT.

## Recording and Monitoring

All staff have a responsibility to ensure incidents (and subsequent actions) are recorded on our online system - CPOMS - which will alert Learning Mentors, class teachers and SLT. This ensures a pupil's behaviour can be carefully monitored and appropriate support (eg 1:1 mentoring) put in place as soon as possible.

In the case of a serious incidents (as outlined above) staff will also report these in person to a member of SLT.

## Behaviour Support Plans

In most cases, pupils respond well to the general procedures and strategies set out in this policy. There will however be times when a pupil's behaviour requires a more individual approach. In such circumstances and in collaboration with a Learning Mentor, class teacher and other relevant members of staff, parents and child, the SENCo will draw up a Behaviour Support Plan. This will allow for specific strategies to be put in place for the pupil and (having monitored carefully over a

period of time) if necessary, will provide valuable evidence needed to request support from outside agencies.

### Positive Handling Plans (PHP)

In rare cases where a pupil's behaviour will require physical intervention, a Positive Handling Plan will be drawn up in consultation with parents. This will provide staff information about the most effective way of deescalating a situation.

### **Working Together**

Staff at LLCP value relationships with parents/carers and work in partnership to achieve the very best outcomes for their children. We recognise that it is important that children see us working positively together; celebrating their successes and supporting them through any difficulties.

Parents/carers will be contacted to discuss any concerns school have about their child's behaviour. Class teachers will also be pleased to meet with parents to discuss any concerns they may have. If it is not possible to see a parent immediately, an appointment will be arranged or an alternative member of staff will be located to discuss the matter.

### **Associated Policies**

Anti-bullying policy

Positive Handling Policy

Safeguarding Policy

SEND Policy

## Appendix 1

### Resolving Problems

Children will be encouraged to talk directly to each other with the adult listening and supporting if necessary, rather than using the adult as a mediator or referee.

The youngest children in school will be taught to say to others in an appropriate, assertive way "Please don't do that. I don't like it".

Children will be encouraged to develop language to explain what it is that they don't like e.g. "Please don't take my toy, I'm playing with it".

Children will be given the skills and language to be able to explain how the action makes them feel e.g. "It makes me feel frightened when you shout at me".

Children will be encouraged to empathise with others in order to understand the impact of their actions on others e.g.

'I think Sumi feels unhappy because I said something unkind to him'.

It may be necessary to support children trying to resolve conflicts by modelling language for them or role playing the position of each child e.g. "If I were you I think I might say....." or

"If I were Sumi I think I would feel very unhappy because you hurt me".

## Consistent Responses

If a child approaches an adult for help with resolving minor conflict, or if an adult sees a need to intervene in a dispute, it is helpful if the child gets a consistent response from all adults.

"Did you talk to the other person?"

Positive: "Well done for talking", If the answer is yes.

'What did you say to them?'

Positive: "Well done" if the response is "I said please don't do that, I don't like it" (or similarly appropriate).

'What did they say or do?'

Positive "Well done for sorting it out by talking", if the response is 'they stopped doing it' or similar positive result.

If a child's responses indicate they need more support - eg. "They just kept running away".

"Would you like me to listen whilst you talk to them?'

'Sumi would like me to listen whilst he talks to you because he's not sure you are being a good listener'"

It may be necessary to model language for child or role play either child's position in a dispute.
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If resolution is reached:

'Thank you for sorting your problem out by talking".

If the children are unable to reach a resolution, we will offer:

"Would you like an adult to listen whilst you talk?"

If necessary we will defer until later/to another adult: "Could we come back and talk about this later?" or "Would you like to speak with Mrs..." .

Other questions we might ask:

How do you think that makes ....feel?

How do you feel?

Are you ready to carry on with...?



## Appendix 2 – Good Behaviour Code

To be added when the rest of the policy is finalised so that it reflects agreed procedures.

## Appendix 3

Staff will model the types of behaviour we expect of the children.

All staff are therefore expected to:

- ✓ communicate calmness and control
- ✓ use a quiet, controlled voice,
- ✓ allow enough *take up time* for children to process any instruction
- ✓ avoid using sarcasm or confrontation – aim to deescalate a situation
- ✓ be authoritative, assertive and always in control of their own emotions
- ✓ comment on the behaviour without criticising the child
- ✓ be aware of the effects of positive body language – eg. thumbs up, a smile, eye contact, etc.
- ✓ be aware of the effects of non-supportive body language
- ✓ give children a chance to make a fresh start after an incident
- ✓ show respect to children, remembering to use important basics such as *first names, please, thank you, good morning, excuse me*, etc.
- ✓ always show respect to other adults, in the way we speak to one another.

