



# Longford Primary Academy

Member of staff responsible: Principal

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## Policy for Behaviour

This document is a practical guide to behaviour and discipline at Longford Academy.

It is the 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. The school behaviour policy is designed so that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where everyone can learn to the best of their ability. It is based on a clear and fair system with consistent boundaries and routines.

### **Rewards**

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

- Staff praise children verbally;
- 'Dojos' are awarded;
- Children are encouraged to praise each other;
- Certificates are given by staff at the Friday celebration assembly to recognise achievements and/or positive contributions to school life.
- The Principal awards a child each week who has been recognised for positive contributions to the school.
- Parents are invited to celebration assemblies when their child is rewarded.

In addition to these methods of praise, we also use a scheme called 'Good to be Green'.

The *Good to be Green* scheme provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

*Good to be Green* principles:

- Each day is a new day.
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn rewards for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices.



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### Good to be Green Privileges:

When a child shows that they are demonstrating good behaviour choices, are living by our shared values and keeping the school and class rules, they are awarded Dojo points by a member of staff. As points are accumulated, the following rewards are given:

Up to 100 points teacher/ class reward system (stickers or small prizes)

150 Sticker from Deputy Head

200 Sticker from Headteacher

300 Bronze star pin badge

400 Silver star pin badge

500 Gold star pin badge

To recognise consistent good behaviour, all children who receive 4 red cards or less within a half term, will take part in golden afternoon where teachers provide a pre-planned activity for children to take part in. Any children who receive 5 or more red cards throughout the half term will sit with either the Principal or Vice Principal for the afternoon.

### Privilege cards

One privilege card per class is awarded by the Principal in celebration assembly each week. Children are awarded these cards for consistently demonstrating excellent behaviour and providing a role model to other pupils. Each term, these children will take part in an additional reward activity.

### Sanctions

Most incidents of poor behaviour will be addressed through setting of high expectations and consistent classroom practice.

Teacher look/signal to pupil - you have acknowledged the pupils behaviour and made them aware that this is unacceptable

Verbal warning - if the behaviour happens again, you make the pupil aware that the behaviour is unacceptable and if it continues a further sanction will follow ie orange card

Standing orange card - child to place an orange card in an upright position in their wallet  
N.B. If the child's behaviour improves they are able to return to green

Orange card - if the child's behaviour persists they turn their orange card into a horizontal position. A 'flat' orange card will be logged at the end of the day if there has been no behavioural improvement. N.B. If the child's behaviour improves they are able to return to a standing orange and then onto green



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Red card - behaviour has not improved and continued to escalate. This cannot be retracted and will be logged using CPOMS. Instant red cards will be given for racist and homophobic comments alongside fighting, stealing, swearing and bullying. A red card will also be given to a child if 6 'flat' orange cards are recorded within a half-term.

Parents will be notified of red cards that have been given to pupils by the class teacher on the same day.

Red card consequences:

1 red card - loss of playtime

2 red cards - loss of play and lunch time

3 red cards - internal isolation

4 red cards - loss of golden time

At 5 red cards an individual behaviour plan will be implemented which will be closely monitored by a member of SLT.

If 6 red cards are given, a member of SLT will request a meeting with parents and a pastoral support plan (PSP) may be put into place for the child.

Serious breaches in discipline outside the school day will also be considered by the Principal or senior staff member in liaison with other agencies dealing with the matter (police, social care, etc)

Sanctions will be applied in line with this policy where the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform
- in some other way identifiable as a pupil at the school.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (see Restraint Policy).



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### **Fixed term and permanent exclusions**

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the Principal has the authority to exclude a child from the school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The Principal may also exclude a pupil permanently.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Principal informs the local authority and the governing body about any exclusion through termly reports.

### **Monitoring**

The inclusion lead monitors behaviour logs from the school management system on a termly basis and analyses data to identify any trends or triggers. Action is taken, where possible, to reduce poor behaviour through school interventions and support mechanisms or through external support agencies. Information is shared with all staff at staff meetings. The Principal monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and any changes. The school keeps records of incidents of misbehaviour on CPOMS.

### **Interventions and Support**

All children participate in PSHE, circle time and class assemblies within the curriculum which reinforce positive behaviour strategies in class and in school.

A range of interventions and support is also available in school for children who need support to adhere to the behaviour policy. Interventions include: Nurture groups to support pupils in developing social skills, self-esteem and turn taking; Positive Play to support individuals to communicate, socialise and to play games; Morning group to enable children to discuss issues with an adult before going to class; Anger management helping children to recognise their feelings and find coping strategies.



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## THE ROLE OF THE PARTICIPANTS IN THE POLICY

### **The role of the child**

All children should be taught mutual respect for one another and conform to the rules of the school. In so doing, they are assisting in the safe, smooth running of the school whilst at the same time, developing a sense of self-discipline.

### **The role of all stakeholders**

By adopting the practises outlined in the policy and by building on existing good practice, the school will continue to be a happy, safe and caring learning environment. **It is the responsibility of all stakeholders to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during the school day.**

Adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All stakeholders treat each child fairly and enforce the behaviour policy consistently. All staff treat all children with respect and understanding. They take time to listen to children and help them resolve situations that may be worrying them.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in regard to unacceptable behaviour choices, parents should support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

### **The role of the governing body**

The governing body has the responsibility for reviewing the effectiveness of the behaviour policy with the headteacher. The governors support the Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the school behaviour policy.

### **Inclusion and Special Educational Needs & Disabilities (SEND)**

Although it is recognised this is a whole school policy, reasonable adjustments will be made to accommodate children with SEND. Maintaining the safety of all children and staff is essential. Advice is sought from behaviour support services and educational psychologists where a specific need is recognised. An individual behaviour plan will be developed and applied to support children with specific needs.



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## Appendix 1

Here is a list of DO's and DON'T's which may help in the classroom:

### DO

1. Have high expectations of the children. If you do not, the children will inevitably work towards the lowest denominator and behave accordingly
2. Prepare lessons thoroughly, making sure that the content is appropriate for all levels of ability
3. Keep all apparatus and equipment to hand for the lesson or make sure it is easily accessible to the children in clearly marked trays etc.
4. Ensure that there is sufficient work of an appropriate standard for the children who finish early
5. Wait for complete quiet before talking to the class
6. Ask direct questions of children whose attention may be wandering or catch their eye to bring them back on task
7. Avoid being 'trapped' at your desk during the lesson. Move to the children rather than the children coming to you. This will avoid queues forming
8. Ensure that you are on the playground promptly to collect the children at the start of each session and escort them in to school in a calm, orderly fashion
9. Be calm and courteous in your dealings with the children in order to act as a good role model for their own behaviour
10. Be fair and consistent with all
11. Use private rather than public reprimands
12. Praise positive behaviour of the whole class or individuals, especially if a particular child's behaviour is cause for concern
13. Ask other staff for their help and advice. It is not an admission of failure if you are experiencing problems with a particular child. Ask early before it is too late

### DON'T

1. Be sarcastic when either reprimanding or commenting upon a child's work
2. Find yourself in a 'no win' situation or into a confrontation where you are liable to lose the respect and credibility of the rest of the class
3. Make statements or threats of punishment that you are not prepared to carry out
4. Shout across the classroom to discipline children
5. Use sanctions which devalue other subject areas such as stopping games or using maths as a punishment
6. Remove children from the room unless it is absolutely necessary
7. Lose your temper, stay calm - remember it is the behaviour you are criticising, not the child
8. Make snap decisions you may later regret
9. Use whole class punishments. This may only lead to resentment. It is highly unlikely that every single child will misbehave at one time. (If whole class discipline is an issue, then the class teacher must look carefully at their own classroom management, organisation and style).