



Longford Primary Academy

Member of staff responsible: Principal

Date policy written: Spring 2020

Date to be reviewed: Spring 2021

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;
- Smile awards 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 3 red cards or less will have golden afternoon (half-termly) where teachers provide a pre-planned activity for children to take part in. Any children who receive 4 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. These children take part in an additional reward activity with Mrs Machin.

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 card the behaviour lead will meet with class teacher to discuss strategies and implement an individual behaviour plan
- 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.

Early Years

Nursery and Reception staff follow the same principals but use a visual behaviour chart to represent the stages:

- **Superstar** - children are placed here for excellent behaviour and effort
- **Sun** - everyday children start on the sun (equivalent to green)
- **Rain cloud** - children are not making the right decisions, their behaviour is not what is expected (equivalent to orange)
- **Thunderstorm** - unwanted behaviour has continued to escalate, someone has been hurt, behaviour has endangered themselves or another child (equivalent to red).

Red cards are recorded on the system in line with the whole school policy.

Thunderstorm/Red card consequences:

- 1 red - time out - 5 mins in class
- 2 red - time out - 5 mins + 5 mins in Nursery/office etc
- 3 red - Eat lunch with a member of SLT
- 4 red - Missing free flow for 1 hour (to be sent to a KS1 class)
- 5 red - Behaviour chart (+1 hour in the inclusion room)
- 6 red - A meeting between parents and SLT will be arranged (PSP may be put in place + 1 hour of free flow missed in the inclusion room)



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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.

Inclusion and Special Educational Needs (SEN)

Although it is recognised this is a whole school policy, reasonable adjustments will be made to accommodate children with SEN eg prior meetings and discussions between staff and parents may negate the need for a meeting with SLT at card 6. Maintaining the safety of all children and staff is essential, therefore the principles of this policy will remain in place for all children. Advice is sought from Behaviour Support services and Educational Psychologists where a specific need is recognised. Evidence will be collated through ABC evidence charts and incidents recorded on CPOMS (behaviour system) in order to develop an individual behaviour plan and support referrals for children with specific needs.

House Point Rewards for outstanding effort, work and behaviour

The positive ethos of the school is supported by a system of house points (and Dojo Points). The children are divided into four houses; Ash, Oak, Willow and Elm. They receive house points for exceptional effort, good or improved work, good behaviour and for team events in school.

House points are collected weekly and reported at the celebration assembly. The winning house receives additional time on play apparatus at lunchtime.

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.



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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 LGC

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.

Dyslexia Friendly Status

Longford Primary School is dedicated to being a Dyslexia Friendly School. Staff consider the needs of all children including children with dyslexia at all times. Staff aim to use multi-sensory techniques, provide children with small group support or individualised programmes of precision teaching. This is cumulative and sequential to ensure retention of progression.

Authorised by:

Chair of governors

Vice Principal