

Leigh-on-Mendip Primary School – Behaviour Policy

Rationale

We believe it is important to provide a learning environment in which all members of the school community feel safe, secure and respected and where responsible and collaborative behaviour is valued.

Aims

We aim:

- To have a supportive and welcoming environment for all those who work in and/or visit our school
- To promote a sense of belonging where everyone feels safe
- To encourage individuals to grow in independence and self-esteem, enabling them to learn independently and work co-operatively
- To ensure consistency and learn to care for the school environment as a whole
- To build strong, loving, nurturing relationships that help everyone develop, learn and grow
- To be consistent in the implementation of the Behaviour Policy (To be fair and be seen to be fair)
- To treat all with respect
- To nurture collaboration and teamwork
- To help pupils to build strong relationships and a sense of social awareness
- To encourage all to take responsibility for their own actions

School Code of Conduct

Rules are kept to a minimum and are designed to ensure a calm, happy and safe environment. The school Code of Conduct will be made visible around the school, for use as a reference.

To be happy and to learn well at Leigh on Mendip School our Golden Rules are:

1. We are kind, polite and helpful to everyone.
2. We try our best at work and play but understand it is alright to make mistakes.
3. We learn when we should speak and when we should listen.
4. We look after our school and everyone and everything in it.

Everyone recognises the importance of discussing and reinforcing our rules. At the beginning of a new school year and each new term will be particularly important times for this. School assembly will also be an occasion to draw attention to our policy.

Expected Behaviour

The children will be given clear guidance on what is and what is not acceptable behaviour so that they develop their moral code. Some of the ways this is achieved is by:

- Clear expectations and consistency of approach
- Adequate and active supervision
- Avoiding unnecessary queues and / or waiting
- Creating a working environment where children will become absorbed and motivated.
- Providing appropriate equipment and activities for playtimes, so that children remain busy and happy.
- Giving opportunities in class for children to express their feelings.
- Letting children know that they will be listened to and their contribution valued.

The staff celebrate good behaviour and positive reinforcement of high standards is key. If, however, a child does not comply with the school's Golden Rules, appropriate sanctions are applied. Everyone knows how it works.

We all work towards building positive relationships with ourselves and others so that we are less likely to indulge in disruptive behaviours. Celebration of our strengths as well as being told when we deviate from our standards helps to focus our attention on strong choices that support us all.

Rewards

Effective praise helps to focus attention on positive behaviour and helps to increase motivation.

Praise and celebration can be offered in many ways which include the following:

- A quiet word or encouraging smile
- A written comment on a child's work
- Being invited to share with another member of staff
- A public word in front of the class or group
- By giving special responsibility to a child
- A word to parents at the end of the day
- Public acknowledgement in our 'Celebration Assembly'
- Being awarded stickers
- Being awarded a house point (Kingfisher, Starling, Goldfinch and Swallows children)
- A cup is awarded to the child in each class who has made the most improvement or effort at the end of each academic year.
- Each class will have a 'Golden File' and names entered here will receive a sticker in Celebration Assembly.
- Curriculum/behaviour certificates will be given out at the end of the year. Governors will be invited to attend and assist wherever possible

Sanctions

We believe that in order to maintain children's self-esteem, it is important at all times to emphasise that it is the behaviour that is unacceptable, not the child.

Sanctions will depend on the situation and will normally follow this pattern:

- A discussion with the child about the effect of his/her behaviour
- A warning for ignoring class or playground expectations of behaviour
- If the behaviour persists a playtime or privilege may be withdrawn
- A child will be sent to the Headteacher or other class teacher for further discussion
- Parents will be contacted if a child fails to co-operate with this pattern

Certain behaviours will not be tolerated and parents will be contacted as soon after the event as is practical.

These behaviours include:

- Serious fighting
- Bullying of all types including physical, verbal and online.
- Inappropriate or discriminatory language
- Damaging school or others' property

Communication within the school is vital so that everyone knows what is going on and can support each other.

The information regarding children's behaviour is communicated to other members of staff, including information given to the office, classroom and lunchtime staff and staff running after-school clubs.

Restraint

With regards restraint this will always be in line with Department of Education. All classroom staff are trained in Team Teach strategies and may use reasonable force to prevent pupils from hurting themselves, others, or damaging property. The guidance explains that the decision on whether or not to physically intervene is down to the professional judgement of the staff in any given situation and can be used only when:

- The circumstances of an incident warrant it.
- The degree of force is in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The school adopts a no-blame approach, if appropriate, when managing potentially difficult situations. This means that the children are involved in trying to seek a solution between themselves after sensitive discussion with all parties involved. Children's views will always be listened to in order to establish an accurate picture. Their behaviour is then monitored closely. By placing the responsibility back with the pupils they are now required to consider carefully how they are affecting each other. We feel this approach is successful in encouraging children to modify their behaviour in the future.

In certain cases it may be appropriate to run a home/school book to record behaviour. This step will be taken with the full agreement of Parents, staff and the child.

Suspension and Exclusion

Suspension and Exclusion will always be seen as a last resort and all measures will be taken to prevent this from happening. If appropriate an, 'Internal Suspension' will be considered, where the child is removed from their own class for a set period of time.

On some rare occasions the Senior Leaders may feel that the formal process should be activated to remove the child from school temporarily as an 'External Suspension'. This is an extreme step which would be taken with the knowledge of the Governors and in line with MNSP policies and procedures, in cases where:

- Long-term behaviour is not responding to the strategies applied
- The safety and learning of others is being seriously hindered.
- In response to serious breaches of the school's Behaviour Policy

Monitoring and Review

The policy needs to be monitored to check its effectiveness.

It has been written for and by the staff at Leigh on Mendip School with governor support as an aid to managing behaviour in our school.