



Landulph School

Behaviour for Learning Policy



All pupils are expected to behave in a responsible manner, both to themselves and to others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement, rewards and praise, rather than on sanctions and punishments. Setting and expecting high standards of behaviour, and mutual respect is our aim. We also strongly believe that building positive relationships with each child is at the heart of enabling all children to succeed.

This policy sets out to promote positive reinforcement and to reinforce the behaviour procedures acceptable to all, with a commitment from all staff to endorse the guidelines. We will educate all school members to understand their responsibility in making our school a happy and safe place in which to develop. Children are taught positive social values, appropriate behaviours as well as conflict resolution techniques. The ethos of the school is central in establishing and maintaining high standards of behaviour.

We strongly believe in working with parents to ensure that children can achieve their full potential. Parents will be regularly informed and will be encouraged to visit the school to discuss difficulties and solutions will be sought together as well as to identify and diffuse potential behavioural and emotional problems.

Principles:

We consider that the best way to encourage good standards of behaviour in school is a consistently clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction. The core of our Behaviour for Learning Policy is as follows:

- Clear – children need to know what is expected of them, where, when and why.
- Calm – to guide effectively we need to understand and consider children's emotions and viewpoints and to achieve this effectively we need to remain calm and focussed.
- Caring – we care enough to be firm and / or compassionate as required. We also know that a child who feels well liked, appreciated and respected is more likely to behave better than one whose self-esteem is low.
- Consistent – however we want our children to behave, all children require predictability of expectation and response as well as being able to trust the adults they work with.
- Cheerful – all individuals respond effectively when approached positively, and therefore, when supporting children, we will endeavour to approach their behaviour in a positive way.

Purpose:

The school has codes of behaviour which both pupils and their parents are made aware of. This will ensure that everyone in the school is working to the same standards and fully understands them. Discipline is the responsibility of all teaching staff, to be led by the Senior Management Team and the Head of School. There must be consistent agreement on rule infringement, rewards and sanctions throughout the whole school.

Aims:

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all.
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour.
- To ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

Procedures:

Each class has a behaviour system displayed in their classroom with all the names of the children displayed. For children in Class 2 and 3, names begin on 'Green' each day. For those in Class 1, names begin on 'Green' at the start of the morning session and the start of the afternoon session.



- If a child needs reminding about the expected behaviour in the classroom, they will be given a warning and move up the system to 'Warning'. If the child takes this on board and rectifies their behaviour, this will be quickly recognised by one of the staff and they will move back to Green.
- If a child continues the same behaviour, they will move up the chart again to yellow. This means, they will lose 10 minutes off the next break.
- If after this time, a child continues with the poor behaviour that disrupts the learning of others, another warning will be issued and if the behaviour does not improve, then the name will be moved to red. If a child does reach red on the traffic light system, the Head of School or Senior Teacher will meet with the child and remove them from their classroom to complete their work in another classroom.
- Any red incidents are recorded centrally and parents will be informed to discuss how the behaviour can be resolved together.
- Rewards are in place to celebrate those children that have stayed on green all week.
- The behaviour system must be used in steps to allow the children the opportunity to self-correct their own behaviour. However, if a child is physical with another child or uses foul language, then the sanction will immediately move straight to red with the child needing to leave the classroom.

Class 1 follow the same system and procedures but the sanctions are more immediate. A yellow incident within class means the child will need to take time out of their activity for 3 minutes and then re-join once complete. Any red incidents take place just outside of Class 1.

For children with specific behavioural needs or a continuous use of sanctions, an individualised programme will be put into place which will involve parents.

Rewards:

At Landulph, we provide a range of opportunities in which pupils can excel and be rewarded. Our purpose in giving rewards is to recognise achievement and to praise children. Using positive reinforcement, children are taught appropriate behaviour using both variable reward systems within class and praise that is recognised in whole school assemblies:

- Merits – Merits are used to reward good work / effort / behaviour in any aspect of school life. Merits follow a termly theme and the children are given certificates for their individual achievements when they reach a multiple of ten.
- Good work will be shown to another teacher or the Head of School for further acknowledgement.
- Class Cups are presented in the school's Friday Celebration Assembly for exceptional effort, hard work, achievement or behaviour.
- Weekly individual lunchtime awards are given to each class within the celebration assembly alongside VIP children being identified as making a really positive contribution to lunchtimes. These children along with the individual class winners are invited to sit at a special table on a Friday as well as being able to go first in the lunchtime queue.
- Children can also receive special mentions in assemblies for notably good behaviour from individuals.

Parents will also be kept informed of significant progress made by their children, through the weekly school newsletter along with annual school reports and parents' meetings.

Breaktimes and Lunchtimes:

During breaktimes and lunchtimes, the same traffic light system applies. Any 'yellow' incidents that occur on the playground as a result of a child not being proactive in rectifying their behaviour following the initial warning, will mean the child needs to sit out on one of the benches for 10 minutes. Any behaviour that continues following a yellow timeout, or if a child is physical or uses foul language, the child will have to come in to meet with either the Head of School or Senior Teacher.

Parents:

We strongly believe in working with parents to ensure that children can achieve their full potential. Parents will be regularly informed and will be encouraged to visit the school to discuss difficulties and find solutions together as well as to identify and diffuse potential behavioural and emotional problems.

Bullying:

Bullying is taken seriously at the school and addressed through the PSHE materials (Personal, Social and Health Education), the SEAL materials (Social Emotional Aspects of Learning), the 1Decision materials alongside our commitment to promoting SMSC Development (Spiritual, Moral, Social, Cultural). Pupils are made aware of the types of behaviour which constitutes bullying and that such behaviours will not be tolerated. Pupils are also taught strategies to help them avoid becoming the victim of bullies. There is an expectation that staff will be vigilant at all times in their supervision of pupils and will be alert to signs of bullying.

Pupils are encouraged to report incidents of bullying to an adult who will refer the matter to the class teacher in the first instance. The class teacher will report to the Head of School if problems are not resolved and the bullying persists. The Head of School will determine what further action is to be taken and when parents are to be involved. A log will be maintained of all parental contact. Further details are contained in the school's Anti-Bullying Policy.

Monitoring and Evaluation:

It is important to monitor the behaviour for learning within the school. Any red incidents are recorded centrally by the Head of School. The lunchtime supervisors keep a clear record of any yellow and red incidents and these are monitored closely by the Head of School.

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Date Written: Spring 2016

Review Date: Spring 2019

Ratified: 9/3/17