



# LANDULPH SCHOOL

## Behaviour Policy

### INTRODUCTION

In the last Ofsted Inspection (January 2011), pupils' attitudes, values and other personal qualities were praised.

'Pupils' good behaviour is the basis of the good working atmosphere in all classes, with pupils applying themselves diligently. In all classes, pupils are quick to help each other and adults. In this way they successfully contribute to helping the school run smoothly. Older pupils are conscientious in their occasional duties to look after the younger ones.'

### AIMS

We aim to create an environment where:

- The atmosphere is relaxed but purposeful
- Children behave in a disciplined manner whether directly supervised or not
- Every person, adult and child, is considerate of the emotional and physical well-being of everyone else.

### CODE OF CONDUCT

There is an implicit code of behaviour which is shared by all pupils and staff. Respect for each individual lies at the heart of this code. Generally, pupils new to the school quickly become aware of the acceptable norms of behaviour and respond accordingly.

There is an expectation that pupils will:

- Be courteous to adults and to each other
- Conform to the few rules which protect the health and safety of all
- Be polite and well-mannered
- Apply themselves to a set task, working to the best of their ability and without interfering with others.

There is an expectation that adults will:

- Treat pupils with courtesy and respect
- Praise behaviour which is good
- Challenge behaviour which falls below the expected standard.

### REWARDS & SANCTIONS

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. We aim to create a culture of learning for learning's sake and wanting to achieve for our own satisfaction rather than creating an attitude of working for reward. Of equal importance to our rewards system is our practical set of sanctions that deal suitably with unacceptable behaviour. We

ensure our range of rewards and sanctions are appropriate and are applied fairly and consistently by all staff.

### **Rewards**

Rewards at Landulph include: merits, stickers, 'smileys', stamps, class cup winner, lunch time awards and certificates. There may also be opportunities for staff to award whole-class rewards such as 'Golden Time', but they will ensure that this is earned by the class and is not a timetabled event in the week. Class teachers will keep a record of the significant rewards (such as certificates) given to pupils and the reason for the award. Parents will also be kept informed of significant progress made by their children, through the weekly school newsletter.

### **Sanctions**

In addition to the school values promoted each class will develop their own set of class rules at the beginning of the year and staff will be diligent in ensuring that these are closely adhered to by the whole class. Sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines for staff in implementing the school's behaviour policy are to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- maintain respect for the pupils
- empathise with the children and allow this to guide a response to a situation
- use humour to defuse situations
- use thinking time (both pupils and staff) to allow parties to step back from confrontation
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid whole-group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction.

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral to senior staff might also involve consultation with the parent. Where there are persistent lapses in behaviour the Head of School will contact, or authorise the class teacher to contact, parents and determine an appropriate course of action.

Exclusion may be considered in response to serious breaches of the school's behaviour policy and in such circumstances the current LEA guidance will be followed.

## **BULLYING**

Bullying is taken seriously at the school and addressed through the Personal, Social & Health Education (PSHE) materials and the SEAL (Social Emotional Aspects of Learning) materials. 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.

Maintaining the orderly, caring ethos of the school will always be a high priority.

**This policy is reviewed every two years.**

Policy author: Mr R Arundell (Acting Head of School)  
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