



Behaviour Policy

School Policy

Reviewed September 2017

Agreed By: Full Governing Body

Date: 20 November 2017



Introduction

At Langafel we provide a consistent approach to behaviour across the school to ensure not only clear but high expectations and boundaries. This links closely with the ethos and values of honesty, trust, team work, friendship, perseverance, commitment, challenge and fun, identified by all stakeholders in our Church of England School.

Rationale

This document provides a framework for the creation of a happy and safe environment with clear expectations in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly.

Aims

- To ensure a consistent approach to behaviour to be adopted by the whole school community.
- To ensure all children/ adults strive to achieve as highly as possible.
- To know and uphold our values to support all those who work/interact in our school.
- To ensure children feel safe, protected and are well educated to behave in a way that will allow them to succeed in the wider community.

Principles

We, as a Church School, are committed to developing both our school and Christian values to encourage children to become effective members of society. We also aim to develop the fundamental British Values to help children become moral, productive citizens in the future.

We expect children leaving Langafel Primary School to have a clear understanding of right and wrong and be able to make good choices when confronted with difficult situations. We aim to develop self discipline and perseverance in children so that they are able to overcome challenges both in the classroom and in the world outside of education.

A Whole School Approach

At the beginning of the year each class will discuss the School Charter (appendix 1). They will use it to help them form a Class Charter which will be displayed in the classroom. This will be re-visited at the beginning of each term and referred to throughout the school day as necessary. These charters should include our values but be age and class specific.

Praise and Rewards

Praise and encouragement for work and behaviour should be used as much as possible. Wherever possible it should be immediate and specific. Such encouragement will increase each child's motivation to further achievement, help them to identify appropriate behaviours and raise self-esteem.

Blue tokens

In addition to verbal praise we reward good behaviour with a Blue Token system. Tokens can be kept in the Good to be Green chart and are totalled on a weekly basis using a class or individual chart.

- Blue tokens are awarded for positive behaviour, good work and excellent effort.

- Pupils will receive recognition for their successful achievement of tokens. This is age appropriate and reviewed by the phase leader each year. Outlined below are the rewards pupils will receive dependent on their age and phase, for their achievement of tokens.
- **KS1 and Lower Key Stage 2 Star Badges:** Star Badges will be awarded to individual children when they have collected the following number of tokens: These will be given out regularly in a Phase or Keystage Worship.
 - 25 points –Bronze star badge
 - 50 points – Silver star badge
 - 100 points –Gold star badge
- **Upper Key Stage 2:** A prize will be awarded to individual children each time they collect 25 tokens These will be given out in a Phase or Keystage Worship. The highest Year 5 and Year 6 token earner in each class each term will also get a prize.
- **Lower Key Stage 2:** Green Time: If a child remains Green all week they get a dip in the “box” and Green Time.
- **Key Stage 1:**
 - Regular readers get recognition. In each class the most regular reader gets a small prize.
 - Dojo’s blue tokens are given for good work or good behaviour. They are then traded in for a dojo on IWB. Once a child gets 25 they can choose a prize, this is repeated at 50 and 100 then at increments of 25.
 - Marble jars to encourage team and class responsibility - when class fill the jars whole class get a treat.

House and class teams:

Every child is a member of a house team, (Oak, Willow, Beech and Chestnut) tokens for each team are collated to see which team has the most. The token totals are emailed to the year 5/6 phase leader on a Wednesday and reported at the next Golden book worship. A termly total will be kept and displayed on the Weekly. The house team with the most points at the end term will be allowed to choose a small reward.

- Children will have opportunities to take part in termly challenges to collect additional points for this house.
- Each house team has a Captain and Vice-Captain who will help to lead and motivate their house team.
- SLT Members/Staff will award additional house points for pupils setting good examples for others.

Class reward:

Each class has their own additional reward system – ‘pebbles’ in a jar. When children fill their jar with ‘pebbles’ they are able to choose a small reward at the teacher’s discretion. FOLS will provide each phase with an allocation of money at the beginning of each season to cover costs for pupil rewards.

Golden Book:

Every week staff will nominate at least one child from a class to be entered in the Golden Book. This should be for a specific reason in which the child has shown either great improvement or achieved very highly. The child will receive a certificate from the Headteacher stating the reason for the nomination. They will have their success shared with the school in Worship. Their name is then entered into the Golden Book which is

kept in the reception area. The names of the previous winners are also highlighted on the “Weekly Newsletter”.

Good to Be Green/Traffic Light System:

Each class will use a traffic light system – “it is good to be green” (KS1) and “traffic light cards” (KS2). This will be displayed in the classroom alongside the charter. All children will begin each day with a green card. If children do not adhere to the class charter the following steps and sanctions are to be enforced:

EYFS

- A warning will be given.
- If spoken to again, 5 minutes ‘time out’ to think about their behaviour
- If behaviour is consistently unacceptable parents will be spoken to at the end of the day.

KS1

- A warning will be given.
- Yellow Card = 5 minutes in the reflection room at next play
- Red Card = 10 minutes in the reflection room at next play
- For more serious behaviour children will be given an immediate red card.

KS2

- A warning will be given.
- Yellow Card = 10 minutes in the reflection room at next play
- Red Card = 15 minutes in the reflection room at next play (Behaviour Form to be completed see Appendix 4)
- For more serious behaviour children will be given an immediate red card.

SLIC

- Children work on a ‘now’ and ‘then’ system which motivates them to complete tasks
- Individual reward and consequence systems in place for each child as appropriate this may include children remaining in class during break/ lunch if behaviour warrants this sanction.
- Reflection room not used
- ABC forms are used for individual pupils
- Use of positive handling and seclusion room where appropriate (Children have access to a room where they return to a calm, alert state if needed)

In all areas of the school if poor behaviour occurs in the afternoon, time will be taken at playtime the following day. Once pupils have lost their time, their chart will be reset to green. If children miss their whole break they will be given an opportunity to have some fresh air, snack and drink before returning to class.

All red/yellow cards are recorded on SIMS each day in the reflection room and are analysed termly. Teachers will analyse their class behaviour and bring to any designated staff meetings. Each term these steps are followed for re-occurring red cards.

1. Any red card – the class teacher will inform the parent.
2. 3 red cards – parents and child will meet with the class teacher and Phase leader. A letter will be sent to parents. (See Appendix 2)

3. If a further red card is received – the pupil will be removed from class for the session and sent to member of SLT – parents will be informed by SLT member.
4. Should another red card be received – Head Teacher will contact parents for a formal meeting.

If pupils display behaviour resulting in re-occurring yellow cards in a short space of time, the above actions are also followed.

Recording Behaviour

ABC forms (Appendix 4)

For behaviour incidences that fall outside of the card system Antecedence, Behaviour and Consequence (ABC) forms will be completed by staff involved and used to help plan future individual behaviour management strategies. This is also done if a child's behaviour warrants a straight Red or involves physical violence.

Behaviour Form (Appendix 3)

A Behaviour Form will be completed by the child/ren and supporting adult when behaviour is of a more serious nature (and has resulted in a red card) abusive language to pupils/teachers, violent behaviour towards equipment/people, repeatedly disturbing others from their learning. Children **will not** be sent to other classes. If behaviour is extreme then Headteacher/SLT will be sent for to remove the child from the classroom.

Some pupils may be given a personalised behaviour plan if individual needs are not being met through the outlined whole school approach. This will be written in consultation with the adults working alongside the child and their parents.

Racial, Homophobic, Religious Incident Form (Appendix 5)

Something is a racist or religious incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on race or religion. If this is the case it should be recorded on the racial, homophobic form. This should be handed to a member of SLT and if appropriate will be logged on the Kent Racial Incident Survey Site. The incident should also be recorded on SIMs as a racial incident. Parents from both parties must be informed of the incident and outcomes.

Behaviour forms and ABC forms can be found at the back of the staffroom and the end of this policy. Electronic copies are available on our hosted drive.

Seclusion room, working away from the class

Following extreme behaviour it may not be appropriate for pupils to return to class. They will be removed from peers and taken to a safe place in school to reflect on their behaviour

If a pupil is presenting with behaviour that is unsafe for themselves and others around them they may be asked to spend time in the Seclusion room to calm. A member of the SLT will be with them and a radio will be made available to call additional adults for support. Use of the seclusion room will be recorded in the seclusion room record book.

Parents will be contacted for repeated or seriously inappropriate behaviour, or if the seclusion room has been visited.

Positive Handling (reasonable force)

The use of restraint is to be avoided where possible but in some circumstances it may be used to:

- avoid injury to children or adults
- avoid self-harm
- avoid significant damage to property
- prevent the continual disruption to the learning of others.

All staff have received appropriate training in positive handling and if a child is restrained this will be recorded in the bound and numbered book.

Searching and confiscation

In addition to the general power to use reasonable force described above, the headteacher and staff authorised by the headteacher can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Medication other than their own inhalers.
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Schools’ common law powers to search states:

- School staff can search pupils with their consent for any item.

They may search without consent for the items listed above plus mobile phones which have not been agreed or handed in.

Force cannot be used to search for items banned under the school rules.

Exclusion

Exclusion – Examples of extreme behaviour which fall outside the above system and would result in the child being sent to the Headteacher/Deputy Headteacher or senior member of staff immediately. This would include:

- Extremely aggressive behaviour
- Foul language
- Racist remarks
- Bullying

This may result in an internal and/or external exclusion at Head teacher’s discretion.

If a pupil intentionally physically hurts a member of staff or pupil they are not permitted in the classroom for the remainder of the day.

Parents will be notified of the reason for any external exclusion in writing. A copy will be sent to the Exclusions Officer and a meeting between the parents and the Headteacher will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is significantly reduced.

A written record of the discussion, and commitments to the agreed plan by both parents and the school, will be made. One copy will be kept by the school and one will be sent to the parents.

The policy will be adjusted accordingly for individual pupils where behaviour is a direct result of a disability

Outside Agencies

Any worries about a pupil should be communicated to the AEN Leader using a referral form. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, AEN Leader, Head teacher and parents. Outside agencies will need information teachers therefore need to document evidence of behaviour carefully so that it can be collated when required.

Monitoring

In the light of this policy the SLT will continually monitor the behaviour throughout the school.

Review date – 1 year from start date.

Appendix 1 **Langafel CE Primary School Charter**

We believe that all children should enjoy the chance to develop their academic and social skills to the best of their ability in a friendly and positive environment.

Children have the:

- Right to learn
- Right to be safe and cared for
- Right to play
- Right to be respected

Commitment:

We are committed to our learning and achieving as highly as we can.

We will commit to always try our best in both behaviour and work.

Persistence:

We will persevere when things become hard and not give up.

We will try to find ways to solve problems on our own before seeking support.

Honesty:

We will be honest with ourselves and others when things have not gone well and work to improve.

We will always be honest about situations even if we have made a mistake.

Trust:

We will work/ behave to our best ability even when adults are not present.

We earn trust by showing self discipline in both our behaviour and work.

Teamwork:

We know we are a valuable member of the Langafel CE Primary School Team.

We will always try to behave in a way that makes us proud of our school.

We will treat everyone in our Langafel Primary School Team with respect.

We will support each other to achieve the best we can do.

Challenge:

We challenge ourselves to complete harder tasks and achieve more.

We will always challenge ourselves to do better.

Friendship:

We will treat everyone politely and kindly.

We will be a good friend to others even if it means saying no.

We will work hard to develop good friendships and help our friends to be kind and hardworking

Fun:

If we work hard and support each other we know we can achieve and have fun.

We will endeavour to make all our learning fun and memorable.

Appendix 2



Langafel Church of England Primary School

Headteacher Mrs C Woodbine BA Ed NQPH
office@langafel.kent.sch.uk
www.langafel.kent.sch.uk

(Insert Date)

(Insert Parents name and address)

Dear (Insert parents name)

It has come to my notice that (insert pupil's name) has received (insert number) red cards.

As you are aware from our Behaviour Policy (please see on website) we have progressive steps in response to pupil's receiving red cards, namely

- i. Any red card – the class teacher will inform the parent.
- ii. 3 red cards – parents and child will meet with the class teacher and Phase leader.
- iii. If a further red card is received – the pupil will be removed from class for the session and sent to member of SLT – parents will be informed by SLT member.
- iv. Should another red card be received – Head Teacher will contact parents for a formal meeting.

As (insert pupil's name) has received (insert number of red cards) would you please call the school office at your earliest opportunity to arrange a meeting with (insert who meeting is to include) to discuss his/her behaviour.

Yours sincerely

Mrs C Woodbine
Head teacher

**Appendix 3
Behaviour Form**



Name:	Date:
Class:	Year Group:

What happened?	What part of the school Charter did I break?
	What do I need to do to make sure I don't break our school charter again?

Adults comments	Consequences for Actions

Child: _____

Adult: _____

Headteacher: _____



Appendix 4

ABC Behaviour Report

Name _____

Date	Time	Present	Antecedent	Behaviour	Consequence

Comments

Completed by:

Signed: _____

Date: _____

Appendix 5 (please use the copy in staffroom or on the hosted drive)

Racial/ Religious Incident Form

(sections in bold must be completed)

Date Form Completed:	
Name of Person Reporting:	
Position in School:	
Date of Incident:	

Name of Victim:				
USPN of Victim:				
Status of Victim	Pupil	Staff	Pupil from outside	Other
Ethnicity				
Year Group				
Involved in Previous Incidents?	Yes		No	
If yes how many and when:				

Name of Perpetrator:				
USPN of Perpetrator:				
Status of Perpetrator	Pupil	Staff	Pupil from outside	Other
Ethnicity				
Year Group				
Involved in Previous Incidents?	Yes		No	
If yes how many and when:				

Location of Incident	
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Incident:

- Name Calling
- Verbal Abuse
- Physical Abuse
- Refusal to co-operate due to cultural or religious
- Graffiti
- Threatened assault
- Attacks on property
- Abuse by electronic means (i.e. text or instant messaging)
- Socially isolated
- Other

Brief Description of Incident

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What action(s) was / were taken to deal with the incident? (Please select all that apply) *

- Warning to the perpetrator
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian(s) / carer(s)
- Discussion with the victim's parent(s) / guardian(s) / carer(s)
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other Sanction/Action (includes Reflection Room)
- No Action (please give reason for this)

Outcome/

Please hand copy of this form to G Taylor or K Woodbine and one to class teacher.