

This policy is closely linked not only to how we treat children but also how we teach children and therefore needs to be read with the school's 'Teaching and Learning Policy'.

## **RATIONALE**

The ethos of the school is based on a commitment by all staff to create a caring environment where each child is treated as an individual and there is a happy atmosphere. All staff recognise that a well-disciplined school leads to children being able to work most effectively.

## **AIMS**

The aims of this policy are:

- to establish the ethos and environment for excellence in learning throughout the school.
- to encourage self-discipline through a consistent policy of praise, which will draw other pupils' attention to appropriate behaviour.
- to use praise to encourage both excellent academic work and acceptable social behaviour and to promote self-esteem.

## **PRINCIPLES**

We believe that children learn best when:

- there is an open, friendly approach towards children and parents
- there is a commitment to value all members of the school community
- we all work together, as a school community, to create a stimulating environment to work in
- we are consistent throughout the school, treating all with respect and tolerance
- they are given opportunities for class discussion on social skills including sharing, turn taking and consideration for others, and
- they are taught a carefully planned programme of PSHE learning activities that support our aims.

## **EXPECTATIONS**

Teachers and children have discussed appropriate behaviours and produced a 'Code of Behaviour' see Appendix 3. It will be displayed in classrooms and revisited regularly. In addition, each September, teachers will remind their new class of the school expectations and a copy of the 'Code of Behaviour' will be sent home to all parents requesting their support.

## **ENCOURAGING APPROPRIATE BEHAVIOUR (including rewards)**

**All** staff will be expected to:

- use praise and positive reinforcement.
- be consistent in their approach (ensuring continuity).
- give clear and regular reminders of expected and appropriate behaviour, remembering the useful phrase of "Catch them being good". This will reinforce good behaviour and encourage others to realise that the way to be noticed is by displaying good behaviour.

We believe that good behaviour should sometimes be recognised through rewards, privileges and encouragement.

These may include:

smiley faces, stars, points system, stickers, certificates, times tables certificates, gold certificates, informing parents, assembly announcements.

**However we do not take away previously gained points for negative behaviour.**

We may recognise the good behaviour of whole classes / groups by: -

appropriate class reward e.g. golden time, extra playtime

whole class praise (e.g. assembly lining up)

mention in assembly - small groups and large groups

Headteacher making a class visit and giving praise

## **DISCOURAGING INAPPROPRIATE BEHAVIOUR (including sanctions)**

From time to time unacceptable behaviour has to be dealt with and it is important that we are consistent in our approach. Everyone should follow the same structure and it should be discussed with children so that they understand "why" as well as "what" and have some ownership of the model.

At Lingfield, we have developed the following approach:

### **6 step plan to promote a climate for learning:**

#### **1) PRIVATE REMINDER**

A **private reminder** about what makes appropriate behaviour for learning and why the behaviour being displayed is preventing learning. A second reminder may be appropriate for younger children.

#### **2) TIME OUT**

A **time out** opportunity is provided. Choice is given along the lines of "you need to take part in this area of learning. It is your choice when you do this. Have some time out and decide if it is going to be now or at lunchtime and let me know."

### 3) FINAL WARNING

If same behaviour manifests itself again, another word is had more in the form of a warning, reminding child of repercussions if it continues.

### 4) THINK SHEET

Child has had every opportunity to address behaviour and consistently failed to do so. At this point, child is either: removed from class with a T.A, enters the partner class or sits on their own within class and is given a Think Sheet to complete.

### 5) FOLLOW UP

Teacher follows up Think Sheet with a **one to one discussion**. The Think Sheet goes home and is brought back next morning signed and **acknowledged by parent**. **Teacher phones parent if this fails to happen.**

### 6) PERSISTENT PROBLEMS

If child receives **3 Think Sheets** in one term then the Headteacher is informed and there is a meeting with child, parents, teacher and headteacher.

## SERIOUS OFFENCES

Children who do any of the following should be sent to the headteacher immediately:

swearing, violent behaviour, damage to school property.  
The parents will be informed.

Ways in which we may deal with misbehaviour include:

- letter of apology or verbal (if appropriate)
- loss of privileges
- replacing / repairing damage

### For more serious incidents or persistent misbehaviour

- Exclusion from class for a short time
- Arrange a meeting with the parents and discuss ways to help the child improve
- Behaviour modification programme (SENCO to be informed IEP to be devised)
- Send child home
- fixed term exclusion/permanent exclusion following the guidelines given in *Exclusion Guidance for Surrey School SCC* (in Head's office).

Some children will need more support than others to keep the rules and behave appropriately. Teachers should never feel they have to manage alone. Teachers are encouraged to discuss with the Headteacher, Deputy, Assistant Head, or Special Needs Team any significant concerns. When appropriate outside agencies will be informed and involved.

## **VIOLENCE AND BULLYING**

### **We expect that:**

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- no discriminatory language will be used;
- nobody at school will by their actions distress other members of the school community;
- children will be able to move about the school and its grounds safely;
- they will be able to move to and from school safely;
- they will maintain proper standards of behaviour on their way to and from school.

### **Parents can expect that:**

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the school staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged to discuss any parental concerns, so that they too can be listened to seriously and professionally;
- all incidents of violence and/or bullying will be dealt with according to the hierarchy of behaviour management.

## **BUS BEHAVIOUR ROUTINES**

Rewards - sitting on the back seat of the bus for consistent good behaviour.

The Headteacher will verbally praise the bus group at the end of an afternoon.

Sanctions - stand with the bus escort until time to leave the hall then join the group, sit next to the bus escort on the bus or move them to the front of the bus.

Continuous bad behaviour will automatically be reported to the Headteacher.

## **BEING CONSISTENT**

So that we can support each other in our efforts to be consistent the following procedure should be used. This is especially appropriate for TAs / MDS / Bus Escort et al. The child will be told that after a third misbehaviour their teacher will be informed. If this does not improve the situation the Headteacher should be informed. The parents will be contacted and informed, an appropriate sanction will be agreed and enforced. When telling parents about misbehaviour remember to do it sensitively and mention any positives as well as negatives.

## A new day brings a fresh start

### SCHOOL SYSTEMS SUPPORTING THE BEHAVIOUR POLICY

#### playtime

If children experience problems during playtime they must speak to an adult on duty in the first instance and their class teacher if they are still concerned for any reason.

#### lunch times

Stickers / stars - a reward may be given by the midday supervisors to children who

- eat all of their food
- are polite and well mannered
- are helpful

MDS - If a child's behaviour is such that it needs to be dealt with beyond the Midday Supervisor then the class teacher will be informed in the first instance. If the matter is sufficiently serious the Headteacher will also be informed.

wet play Arranged by Duty Teacher for morning play and Senior MDS for lunch play.

#### First Play -

Foundation - Nursery and Reception classes arrange own cover

KS1 - duty teacher organises. Duty teacher and 'wet play' teacher cover the year 1 classes

- First Aid TA and Duty TA cover each Y2 class

KS2 - years 3 + 4 = 2 teachers and 2 TA in the classrooms

years 5 + 6 = 1 teachers and 1 TA in the classrooms

Children should stay in their classrooms other than to go to the toilet. The adult supervising the class should ensure the children have found a suitable 'sitting down activity' and that noise levels are acceptable. Teachers should display a list of wet play equipment that is available to the children. This informs the adults as well as reminding the children.

Lunchtime - KS1 children stay in their classrooms. Lower KS2 children will go to the gym where MDS will organise various activities. Upper KS2 will be in classrooms, where activities will be arranged. The gym will be used for videos at one end and silent reading and drawing at the other end.

#### Movement around the school

Children are expected to walk calmly around the school building keeping to the left hand side at all times.

**DRESS CODE**

Correct school uniform is expected at all times. If it is not it can seriously impinge on the behaviour of individuals.

- *white shirt, blouse or polo shirt*
- *navy blue sweatshirt, cardigan or jumper*
- *grey trousers, grey skirt or culottes for girls*
- *grey trousers or shorts for boys*
- *blue checked or striped summer dresses*
- *safe, sensible black shoes or **all black** trainers (not other trainers or shoes with heels)*

Please note: no jeans, no jewellery, no tattoos, no braids, no nail polish.

(Information regarding Physical Education lessons refer to PE Policy.)

**PARTNERSHIP WITH PARENTS**

Encouraging appropriate behaviour is a partnership between home and school. Our 'Code of Behaviour' has been made explicit to the parents and we ask them to support us in achieving it. Parents should always be kept fully informed. Consequently a friendly chat early on to 'nip it in the bud' is much better than waiting until the situation has become intolerable. Parents are almost always supportive. If they are not, ask them to speak with the Headteacher.

**MONITORING AND EVALUATION**

- The policy will be evaluated every two years at a full staff meeting or as part of a training day.
- The policy will be monitored termly at a staff meeting to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management.
- The policy will be reintroduced at the beginning of every academic year as part of induction training for new staff and as a reminder of expectations for all staff.

**LINKED POLICIES**

Code of Conduct, Anti-Bullying Policy, Confidentiality Policy

POLICY FORMULATED & AGREED BY STAFF	SEPT EMBER 2003
REVIEWED	MAY 09
ACCEPTED BY GOVERNORS' COMMITTEE	JANUARY 2007

## **APPENDIX 1**

### **Guidelines for good relationships.**

#### **TREAT ALL CHILDREN FAIRLY AND EQUALLY**

It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you saw. Be fair - if you didn't spot the trouble don't rely on the word of other children - take time to talk it through but look out for it deliberately.

#### **BE FRIENDLY AND APPROACHABLE**

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

#### **GIVE GENTLE REMINDERS**

Children often simply forget some rules e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.

#### **STAY CALM**

Try to stay calm at all times. This will help you to remain in authority and be effective.

#### **SMILE**

Try and remember to smile at the children, they will then see you as someone warm and friendly.

#### **TRY AND CHAT**

Be willing to chat to the children about their news, interests and activities.

#### **GIVE PRAISE**

Praise is more effective than criticism so try and use praise frequently.

#### **BE POLITE**

Set a good example to the children by speaking politely to them. Ask girls as well as boys to do the heavy jobs.

#### **AVOID GETTING INTO A CONFRONTATION**

Don't argue with a child, this undermines your authority. Repeat your request calmly, then use your sanctions system.

#### **HELP A CHILD 'BACK OUT' OF AN AWKWARD SITUATION**

If a child is deliberately rude ask them to repeat what they said. This allows the child to retract the statement or apologise. Accept any apology graciously and don't continue to scold.

### DON'T SHOUT

Avoid shouting at all times. If the noise level is high ask the school if there are other ways you can gain silence. Don't shout in anger.

### DON'T USE SARCASM

Don't belittle children by using sarcasm - this leads to resentment.

### DON'T USE LABELS

Don't give children negative labels such as, 'naughty', 'rude', or 'stupid'. Tell the child their behaviour is unacceptable, but remember labels 'stick'. A useful phrase is "I like you, but I don't like your behaviour".

### WATCH OUT FOR LONERS

Watch out for lonely or isolated children. Talk to them and try and involve them in games with the other children.

### **ALSO.....**

- use the child's name and if you are telling the child off actually say what it is that they have done wrong. The child is far more likely to respond if you use their names and tell them what it is that is wrong.

"Sally, please don't shout over to the other table." rather than  
"Don't do that, Sally."

- Talk 'every day chatter' to the children.
- Express surprise when they do something wrong.
- Encourage children to say something in a different way:

"Try again, I know you know how to ask nicely."

- Label the act not the child.  
If a child is always told they are naughty or they are a bully then they will continue to behave in that way.

### USE...

"When you pushed Jim off the bench that was a dangerous thing to do"

### RATHER THAN...

"You are a nasty little bully!"

- Think about giving orders  
Try not to talk in orders all of the time e.g. "Sit down", "Be quiet"

It makes children feel inferior and threatened. Also it can lead to confrontation. If you give a child an order such as "Sit down" they can respond to this by saying "No!"

But you could praise children sitting close by so the child who isn't sitting hears this and if this doesn't work, you could say "Ben, what should you be doing?"

- Tell children off in private if possible making sure they know what it is that is unacceptable.
- **STAY CALM.** If you see a fight don't run over in fluster, walk calmly and briskly. If
  - children have seen you running they will follow, causing greater excitement and making it harder to control. **THINK QUICKLY** but **ACT SLOWLY.**

MDS have a book that records misbehaviour. Persistent offenders should be brought to the attention of the class teacher. In turn they will use their discretion as to inform the Headteacher or not.

**DO**

**Be patient**

**Be a good listener**

**Be as kind as a caring parent sometimes**

**Help them with their table manners**

**Be gentle**

**Get to know each child individually**

**Play games - even have a game of football with them sometimes**

**Create a stable atmosphere**

**DON'T.....PANIC !!!**

**Children LEARN what they LIVE**

A child who lives with criticism  
learns to condemn

A child who lives with hostility  
learns to fight

A child who lives with ridicule  
learns to be shy

A child who lives with tolerance  
learns to be patient

A child who lives with encouragement  
learns confidence

A child who lives with praise  
learns to appreciate

A child who lives with fairness  
learns justice

A child who lives with security  
learns to have faith

A child who lives with approval  
learns to like him/herself

A child who lives with acceptance and friendship  
learns to find LOVE in the WORLD

(adapted) Michael Stringer 1.11.85

## **APPENDIX 4**

### **DEALING WITH BULLIES**

The Do's include:

- Adopt a calm, quiet approach to show that the behaviour has not made you angry, just very determined. Bullies can handle other people's anger, so deprive them of this way of behaving and reacting towards you.
- State clearly how you are punishing him or her, and why.
- Set firm guidelines for future behaviour, and at the same time make clear what kinds of behaviour would win your approval.
- Find ways to establish a relationship with the bully, so that you can model the behaviour that is expected and the attitude that you want.
- Use strategies that will help the bully stay out of trouble and will help his or her victims.
- Discuss the bullying with the bully's parents, but make sure that the bully is present. Specify action that will be taken. This kind of meeting is only viable if the parents are supportive. Many violent bullies have parents who will not recognise what bullying is, and will not see it as a problem, but rather as a sign of being 'macho' or standing up for their rights.
- Take the ultimate sanction, if necessary, and exclude the child from school.

The Don'ts include:

- Don't attack the individual child instead of their offending behaviour. Remember, bullies really do thrive on power, aggression and anger and will see any personal attack on them as a challenge.
- Don't react as if the bullying is a personal affront to you. This will just be seen as another challenge or even a personal victory for the bully.
- Don't deliver put-downs, especially not public ones. The bully will either seethe with resentment, which could make their behaviour even worse, or they will see the put-down merely as a challenge.
- Don't say things like, 'Other children won't like you if you bully them, you know'. This simply reinforces the kind of negative attention that bullies thrive on.
- Don't neglect the bully's low self-esteem, or their learning needs.

**APPENDIX**

**6 STEP PLAN for BEHAVIOUR FOR LEARNING**

