

Langenhoe Community Primary School

Success Policy *“Health, happiness and high expectations”*

Rationale

At Langenhoe Community Primary School we believe that everybody has the right to feel safe, to be happy and to learn. This document outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at our school. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and members of the wider community.

This policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour, professional experience and training. It reflects current practice within the school and its fair and consistent implementation is the responsibility of all staff.

At Langenhoe Community Primary School we value and are committed to being; mutually respectful, positive, inclusive, honest and open, empathetic, approachable, trustworthy and supportive.

Aims

- To create an environment that encourages and reinforces good behaviours.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Actions

To create an environment that encourages and reinforces good behaviour.

To promote self esteem, self-discipline and positive relationships.

- We model positive behaviour with children, colleagues, parents and the wider community.
- We encourage positive relationships based on trust, respect, kindness and understanding with all stakeholders.
- We value all children's efforts and contributions.
- We develop children's self esteem.
- We foster trust.
- We reward positive behaviour in accordance with this policy.
- We develop team work and promote team building
- We believe every child is on their own learning journey and celebrate progress
- We have a growth mind-set.

In the classroom;

- We plan for the learning needs of individual children and provide differentiated activities.
- We actively involve pupils in their learning and provide structured feedback.
- We provide clear learning objectives.
- We organise the classroom in a way that encourages good behaviour.
- We provide a bright and exciting environment which is child focussed.

To define acceptable standards of behaviour.

At Langenhoe Community Primary School, we recognise that children bring to school a variety of behaviours based on different experiences, values, attitudes and parenting skills. We understand that staff have a central role to play in the children's social and moral development as well as their academic development.

We actively teach positive behaviour through the Personal, Social, Health, Community Education learning, the National Curriculum and the IPC, Assemblies and Buddy Systems. We promote and model positive behaviour and this is reinforced by the rewards scheme.

At school we must work towards standards of behaviour that allow every child to be and feel safe, to be happy and to learn. The Code of Conduct is based on the principles of kindness, respect, honesty, consideration and responsibility. We define acceptable behaviour as that which reflects these principles.

To encourage consistency of response to both positive and negative behaviour.

The fair and consistent implementation of this policy is the responsibility of all staff. All staff are aware of the policy and model the desired behaviours. We believe in the use of positive language and look at the behaviour rather than the child.

The House Point System is facilitated throughout the school by all members of staff. The traffic light system is employed in all classrooms and is in affect in the hall, including during lunchtimes. The children are informed of when their name is placed on these and their name is recorded discretely.

To ensure that the school's expectations and strategies are widely known and understood.

To encourage the involvement of both home and school in the implementation of this policy.

This policy outlines our approach to promoting positive behaviour and sanctioning unacceptable behaviour. It's purpose is to inform all stakeholders and acts as a reference point when making decisions concerning behaviour.

The Code of Conduct has been written by the children of Langenhoe Community Primary School and is displayed throughout the school.

It is the responsibility of all staff to make themselves aware of the details of this policy and for the Leadership Team to ensure that it is accessible to all staff at all times, including staff new to the school as a part of their induction.

This policy will be shared and publicly available on the school's website.

Promoting positive behaviour

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role and are a tool to valuing good behaviour. Strategies include;

- Recognising and praising good behaviour as it occurs.
- A smile or thumbs up sign.
- Thanking individuals or groups of children who have worked together well and explaining to others how they have achieved this.
- Positive verbal feedback or comments on written work.
- Class based incentives for group and whole class reward.
- Sharing work with the class or wider audience.
- Displaying children's work.
- Sharing work with another member of staff and the Headteacher
- Headteacher awards and certificates.
- A note to parents in the Home Learning diary.
- Whole school assemblies to promote and celebrate positive behaviour.

Individual Reward

At Langenhoe Community Primary School, our pupils are motivated to do well by many factors, including our 'House Point System'. We recognise children's individual successes by the aforementioned and by awarding individual tokens. Every member of staff is able to award a token and it is made explicit by the adult how the sticker token has been earned.

It is recognised that a 'success' for one child may not be for another and that success are dependent on an individual's targets, abilities, attainment and progress.

Each child belongs to one of four houses: Malala, Grylls, Cark and Hawking. When each child earns a token it is the colour of their house. These tokens are collected in the library area. The house with the most tokens every term earns a significant reward for their house. These termly awards can include:

- Extra playtimes
- Craft afternoons
- Games afternoons
- Team building activities
- Local visits

The winning team decides on their reward.

Group and Whole Class Rewards

Group rewards are primarily the decision of the class teacher. Groups of children and whole classes may earn 'class compliments' and Web Anywhere points. These are accumulated over the year and can be traded for a reward that the children decide at the beginning of the year.

Sanctions

Despite positive responses as a means of encouraging good behaviour in Langenhoe Community primary School, we employ a stepped approach to enforce the Code of Conduct and ensure a safe and positive learning environment.

Our philosophy

'Discipline' comes from the Greek 'to teach' and disciple means 'to learn'. We believe that our role is to teach the children about making positive choices and developing their behaviour skillset rather than handing out punishments in isolation.

When dealing with all forms of inappropriate behaviour adults follow these principles;

Be calm- children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences- A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour and the second step* is to provide an action that recalls children to the Code of Conduct, reinstates the limits and teaches alternative behaviours.

Fresh Start- although we record persistent and serious misbehaviours, every child must feel that every day is a fresh start and where possible that every session is a fresh start.

- See the School Code of Conduct (see Appendix A).
- See the Traffic Light behaviour system which forms the core of our behaviour management systems (see Appendix B).

If a child has gone onto red and returns to class (following 10 minutes out of class and a discussion* with an adult) and repeats the same unacceptable behaviour then they will be sent to the Headteacher. This will result in an in school exclusion away from their class until the end of that session (if the behaviour occurs towards the end of a session then the child will be removed from class for the following session) where they will have a fresh start. In this instance, parents will be notified on the same day.

A record is kept by the adults within the school that documents children’s names if they go onto ‘Amber’ and ‘Red’. This allows the teacher to monitor patterns of behaviour. It is shared regularly with the Headteacher to monitor patterns of behaviour across the school and of individual children.

Consistent Management Plan

If a child’s unacceptable behaviour is persistent over time then a Consistent Management Plan will be developed to change and monitor behaviour. The plan will be developed for the individual child by the class teacher, parents, the child themselves, with support from the SENCO. They often take the form of a chart that is designed to reinforce positive behaviours, raise self esteem, communicate a shared understanding and monitor progress. They provide a clear understanding of sanctions or consequences.

Behaviour Improvement Plans;

- Involve parents at an early stage
- Set SMART targets
- Provide rewards linked to targets
- Are subject to regular review by original parties
- May involve support from outside agencies

Zero Tolerance

At Langenhoe Community Primary School, we follow a traffic Light system for unacceptable behaviour. We do however recognise that some more serious behaviour requires more immediate and effective action. These behaviours are listed below and result in immediate removal from the location to see the Headteacher. In situations where the child cannot be removed then the class will vacate the area and the Headteacher will be notified.

Zero tolerance behaviour will result in parents being informed and the incident being recorded, see Incident Report Form (Appendix C). Depending on the severity of the incident the minimum consequence will be an in school exclusion for the remainder of that session (if the incident occurs towards the end of a session then the in school exclusion will be for the following session) or in more severe cases, for example, where the receiver has a lasting mark or significant injury then the child will be excluded for the remainder of the school day. The consequence will be specific to the behaviour and circumstances and is down to the Headteacher's discretion.

Zero tolerance behaviours include;

- Causing deliberate* physical harm or marking a person**
- Use of abusive or threatening language
- Racism or prejudice
- Wilful destruction or damage to school or personal property
- Theft

*deliberate- with intention, through unacceptable behaviour.

** Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.

Exclusion

If the measures designed to modify pupil behaviour fail, and/or the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or permanent will occur. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

From September 1998 Headteachers are able to exclude a pupil for up to 45 days in a school year. Whenever a pupil is excluded the parents must be

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informed without delay, ordinarily on the day of exclusion: in person, by telephone, email or a hand delivered message. If the initial notification is by telephone or in person then written confirmation should be sent within forty-eight hours (The Exclusion of Pupils from School County Notes of Guidance).

Monitoring

This policy is to be reviewed and ratified on a bi-annual basis. In order to inform this process and ensure that it helps to achieve whole school improvement it is important that this policy is rigorously monitored.

The Headteacher will be responsible for monitoring the impact on pupil behaviour. Reference will be made to measurable criteria such as the number of pupil referrals to the Headteacher, or behavioural consultations with parents/carers, the number of children with behavioural IEPs or the number of exclusions. Comments from visitors, the general appearance of the school environment and levels of attendance at consultation evenings and social events are also indicative of pupil behaviour and support for the school.

Appendix A

Langenhoe Community Primary School Code of Conduct

Langenhoe School Code of Conduct

- Always walk in the school building
- Treat others how you would like to be treated with respect, kindness and consideration
- Always try your best and aim to shine
- Look after the school and other people's property
- Always go that extra mile to help one another
- Keep all areas of the school clean and tidy
- Be honest and tell the truth at all times
- Strive to accomplish your targets and personal goals

Agreed by School Council 2015

Appendix B

Langenhoe Community Primary School
Traffic Light System

<p>All children's names are on Green at the beginning of each session.</p> <p>Unacceptable behaviour-child is reminded of the appropriate rule from the Code of Conduct. E.g. "We are polite to each other." E.g. "What should you be doing?" Child responds by verbalising the appropriate rule.</p>	<p>Child repeats the unacceptable behaviour during the same session.</p> <p>The child's name is moved onto Amber.</p> <p>Make a record in class behaviour book. To be handed to Headteacher on a regular basis.</p> <p>The child is moved within the classroom/ learning area to continue their learning for 5 minutes.</p>	<p>Child repeats the unacceptable behaviour during the same session.</p> <p>The child's name is moved onto the red traffic light.</p> <p>The child is moved to partner class to continue learning for 10 minutes.</p> <p>Learning Support Assistant collects child after 10 minutes. Discuss the events with child and choices they should have made.</p> <p>Make a record in class behaviour book. Record the incident/ behaviour. To be handed to Headteacher on a regular basis.</p> <p>Return child to class.</p>	<p>Child repeats unacceptable behaviour during same session.</p> <p>Child is escorted to the Headteacher.</p>
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Appendix C

**Langenhoe Community Primary School
Incident Report Form**

Name of pupil	Date	Reasons given for the behaviour	Behaviour displayed	Actions taken + by whom

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