



Rationale

This policy recognises the importance of positive behaviour as essential in providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour is conduct, amongst the whole school community, which enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school, with the emphasis placed on courteous and considerate behaviour towards others at all times, whilst being consistent in supporting each other and modelling the types of behaviour to be emulated by the children.

Equal Opportunities

At Ladbrooke JMI School we believe it is the right of all pupils, regardless of their gender, ethnicity, physical disability, ability or linguistic, religious, cultural or home background to have access to such an environment, where prejudice and stereotypes are challenged. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the School and its work.

Guideline for staff

All staff are expected to follow the guidelines set out in this policy. In your relationships with children please try to ensure that you:

1. Respond positively to children and their ideas
2. Set high standards in all areas of school life
3. Make each child feel that he or she has the ability to succeed
4. Make it clear that each child has a responsibility to direct maximum effort towards their work
5. Apply rules firmly and fairly
6. Praise a child so that praise is related to whatever it is that you are pleased about
7. Reward and sanction children for a range of reasons – behaviour, work, effort, consideration, etc.
8. Deal with misbehaviour in children everywhere – we have a joint responsibility for what happens in school
9. Always model the standard of behaviour that you expect the children to show each other
10. Avoid: nagging, punishing the whole class, negatively labelling children, humiliating children, shouting at children and using sarcasm.

All of these guidelines should be seen in light of our six golden rules (see appendix 1). They are:

- Have respect/Be gentle – don't hurt anyone
- Be kind, polite and helpful - don't hurt people's feelings
- Be honest – don't cover up the truth
- Look after property – don't waste or damage property
- Work hard – don't waste time
- Listen to people – don't interrupt

These rules are displayed around the school and should be referred to frequently. They are applicable throughout the school day on site and when representing the school off site. Each class will start the school year by highlighting the school rules and developing their own set of class rules agreed by the children and the adults working in the room.

In addition there are certain types of behaviour which we should either foster or discourage

1. Children are encouraged to move quietly and sensibly around the school, walking at all times. This is particularly important at the beginning and end of breaks. The need for patience when queuing at lunchtimes etc. should be stressed. Excessive noise, pushing and running are not acceptable at any time
2. The school is a rich and stimulating environment. Children are encouraged to take pride in it, and to care for it, by ensuring that it is kept clean and tidy, and that coats, working equipment and litter not left on the floor. Children should be discouraged from bringing many personal possessions into school, unless they have been specifically requested to do so.
3. Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. The following behaviours are unacceptable and must be challenged by staff: fighting, physical abuse, verbal abuse (including racist remarks which must be reported to the phase leader and/or Deputy depending on the severity for logging), spitting, "play fighting" and the use of play equipment as weapons to hurt each other
4. All incidents, suspicions or allegations of bullying must be investigated and dealt with firmly and recorded on an incident sheet. (Please see Anti-Bullying policy for more details)
5. Children are encouraged to be polite and helpful to all staff and visiting adults in the school
6. Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions
7. Children are encouraged to take pride in themselves, by caring for their own work, their appearance and property. This includes clothing, which should be worn correctly, or, if not, should be hung on coat pegs or placed carefully into a drawer. Out of school, our reputation depends very much on how the children behave.
8. Children are encouraged to express ideas and opinions and also to be aware of the appropriateness of listening and taking turns in conversations. They are helped to see the need for silence when it is required
9. Children are encouraged to try at all times, to have confidence in their work and their abilities. They are helped to develop good concentration and learning behaviour and to give their best. They should be discouraged from interrupting or distracting others, and from working at less than their best.
10. Children should be aware of our expectations for good behaviour and the agreed codes of conduct produced jointly by children and staff, these should be referred to as appropriate
11. Children should be encouraged to go to the toilet during break times. Using the toilet during lessons should be discouraged especially in KS2. If children have to use the toilet in lesson time, they should only be allowed to go one at a time
12. Children are encouraged to use their time sensibly and appropriately. This is important at all times but particularly so at times of free choice and playtimes

Promoting a Caring Community

Please ask children to follow this code

- If you hurt someone – **apologise** and **check to see if they are alright** – take them to an adult if they need help
- Make sure they understand that **accidents do not happen twice**
- If you do not like what someone else is doing, tell them you do not like it and ask them to **STOP**. If they do it again, tell an adult
- If someone asks you to stop what you are doing because they do not like it, **STOP AT ONCE**

Staff – If a child tells you that they have asked a child to stop something they do not like and they have done it again. Speak to both children and issue a time out to the offending child. A further offence should be reported to the class teacher or phase leader and logged in the behaviour book

Rewards

It is very important to stress the positive aspects of children's behaviour.

- Verbal praise
- Smiling and looking positive
- Written messages in a child's workbook
- Send a child to see another member of staff (phase leader, deputy or head teacher)
- Tell a child's parent – this may be verbal in the form of a note in a child's diary or a postcard home
- Share with the whole class
- Merits or achievement assembly
- Special responsibility or job awarded

Golden time is used in KS1 on a weekly basis. Each child starts the week with the full amount of golden time. Each class has a designated Golden Time slot during the course of the week to reward good behaviour linked directly to the golden rules. When a child breaks one of the Golden rules they lose a golden minute for that week.

Progressive Sanctions

These are the progressive sanctions the children can expect for breaking the rules. They are derived from the Behaviour Ladder (appendix 2) and should be used in accordance with the nature of the incident of behaviour.

- The child is given a warning regarding their behaviour. The specific behaviour should be highlighted so it is clear what has been unacceptable
- If behaviour persists time out should be given to that child for a designated time length. Each class should have their own area for time out. This may be outside the classroom if the area can clearly be monitored from the classroom
- If a child continues to break the rules, time out should be given in a phase leader's room. At this point the child will be given a task to reflect on their behaviour (see '*Not You Again*' book – HT office)
- Next step would be to see the Deputy head – at this point an incident form (appendix 3) is written and copies given to the class teacher, head teacher and parents
- Finally the HT will become involved. At this point parents will also be called in to discuss behaviour
- Exclusion – internal and external

Certain behaviour will be escalated up the ladder and will not warrant a warning etc. See Appendix 1 and 2. Parents will always be informed when the deputy or head becomes involved in an incident. However, parents may be involved at any stage depending on the circumstances

Incidents where a child is given time out must be recorded in the class behaviour log. These books will be examined regularly by a member of SLT to establish any worrying incidents or patterns of behaviour. Teachers are encouraged to speak to parents early if a child's name appears in their behaviour book three times.

Individual Behaviour Plans

All children should be encouraged to maintain the Golden Rules in all areas of their school life. Where a child finds this genuinely difficult they should be supported in a way that is appropriate to the child's age, ability and needs. This may be in the form of an individual behaviour plan (appendix 4) or an individual behaviour chart (appendix 5). Advice should be sought from the Inclusion leader in the completion of this and in involving outside professionals.

Foundation Stage

In foundation stage the children are beginning to learn what is and is not acceptable behaviour. The following modification will apply:

- Inappropriate language – will be challenged and the correct language to be used promoted
- Time out will be applied within class immediately that the rule has been broken
- The next sanction will be a visit from the HT to the classroom – this will be recorded in the class log
- The final sanction will be the child being taken to the HT office. This will be recorded on an incident sheet and a copy sent to parents

Playtime Behaviour

1. At playtime, all staff must ensure that children go outside into the playground and do not remain in unsupervised areas. If it is wet weather and the decision has been made to stay inside, all classes should be supervised by a member of staff.
2. Children should speak to an adult before entering the school building during playtimes
3. All apparatus should be used appropriately in the designated areas
4. Only balls provided by the school should be used on the playground
5. There is a rota for football and this should be adhered to at all times
6. In KS1 there is an apparatus rota
7. Staff should have designated areas to monitor on the playground to ensure all areas are supervised. No adults should be standing together chatting
8. During wet plays only designated wet play equipment should be used
9. Scissors, water and sand should not be used during wet play
10. Class teachers should ensure children are set up for wet play before leaving the classroom.
11. Children should treat all MSAs with respect and obey their instructions
12. Safety is a priority. Children should not be allowed to indulge in any rough play in which they could hurt themselves or others
13. All children must know the areas they are allowed to play in and should not enter the building without permission
14. At the end of each lunchtime, supervisors will inform teaching staff of any significant incidents which have resulted in a time out. These will be followed up and recorded in the behaviour book

Appendix 6 shows common playground behaviours and a guide to how these should be dealt with by all staff at break and lunch times.

Physical Intervention

The use of physical intervention is very rare and is best avoided wherever possible. There may be exceptional circumstances where it may be appropriate e.g. if a child is hurting him/herself, others or damaging property. Any intervention used will be minimal and in proportion to the circumstances of the incident.

1. Have Respect / Be gentle – Don't hurt anyone

Examples of behaviours which break this rule

- Throwing items not intending to be thrown
- Intentionally hurting others
- Selfish behaviour
- Running inside the school building
- Running around the playground before school
- Running in and out of the building during break times

2. Be Kind, polite and helpful – Don't hurt people's feelings

Examples of behaviours which break this rule

- Use of bad language
- Walking away when being spoken to by an adult
- Swearing in the school grounds
- Being deliberately mean to each other
- Answering back
- Name calling
- Deliberately leaving someone out so they are on their own
- Shrugging shoulders when being spoken to
- Not sharing playground space

3. Be honest – Don't cover up the truth

Examples of behaviours which break this rule

- Stealing
- Lying to parents, staff, children about their part in an incident
- Automatic denial

4. Look after property – Don't waste or damage property

Examples of behaviours which break this rule

- Throwing items not intended to be thrown
- Violence to property
- Not looking after another person's property if allowed to borrow it
- Stepping on coats on the floor rather than picking them up
- Hiding other children's property
- Hiding play equipment so no one else can use it

5. Work Hard – Don't waste time

Examples of behaviours which break this rule

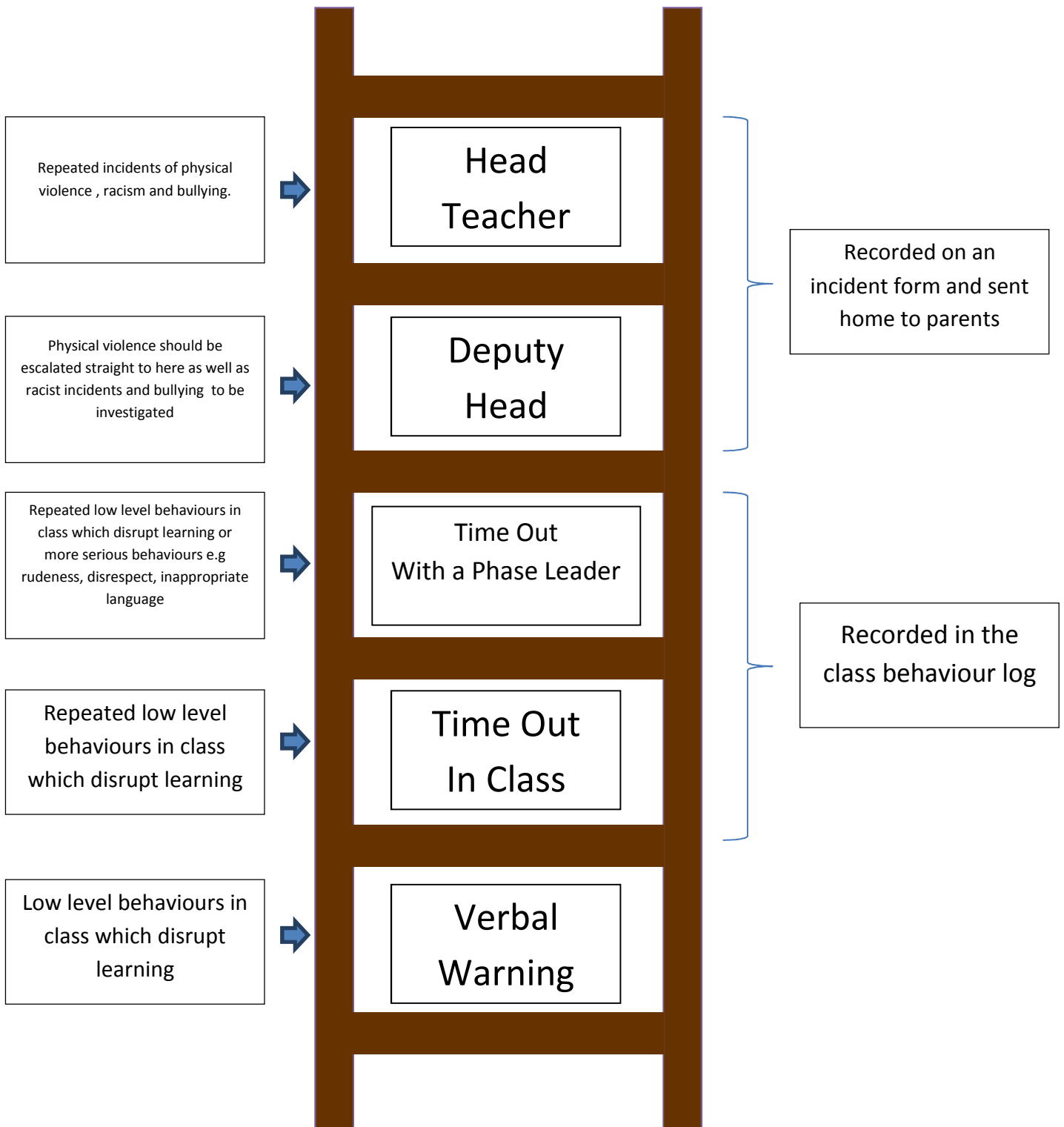
- Asking to go to the toilet during lesson time and taking longer than needed
- Not listening to what they have been asked to do
- Not having the right books/equipment at the right time
- Being late
- Not completing homework regularly
- Distracting others and yourself

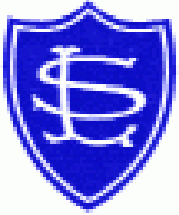
6. Listen to people – Don't interrupt

Examples of behaviours which break this rule

- Not listening and doing as they've just been told to do by an adult
- Distracting others
- Interrupting

LADBROOKE BEHAVIOUR LADDER





Ladbrooke Primary School
Watkins Rise
Potters Bar
Hertfordshire
EN6 1QB



INCIDENT FORM

<u>Date:</u>	<u>Time:</u>
<u>Dealt With By:</u>	
<u>Children Involved:</u>	<u>Class:</u>
<u>Incident Reported:</u>	
<u>Action Taken</u>	
<u>Reported To</u>	



LADBROOKE JMI SCHOOL
BEHAVIOUR MANAGEMENT PLAN

Child's Name:	SEN Code of Practice:
Date of Birth:	Age:
Current Year:	Current Teacher:

Background Information

Strengths

Behaviour

Triggers

Strategies

Outside Support

Language

Class Teacher's Signature

Parent's Signature

BEHAVIOUR CHART**Targets**

- To listen to the teacher when they are talking and follow instructions
- To work sensibly without distracting others in the class
- To speak appropriately at all times

DAY	1 9.00 – 10.30	2 10.30 – 10.45	3 10.45 – 12.15	4 12.15 – 1.15	5 1.15 – 2.15	6 2.15 – 3.15
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Common Incidents on the Playground

<u>Incident</u>	<u>Strategies to Deal</u>	<u>Sanction</u>
Name Calling between children	Explain to the children that you will listen to both sides of the story Summarise the story they have given Explain the school rule that no name calling is allowed – refer to playground rule	Children must apologise to each other - Warning given If repeated incident - time out – record in behaviour book If name calling is racist – send to DH Give the child a token to show to CT so they can talk about issue if not resolved
Cheeky or disrespectful to an adult	Explain to the child that under no circumstances should a child be rude to an adult	Time out Record incident in the class behaviour book
Physical Violence	Explain to the child that under no circumstances should a child be putting their hands or feet on another child - refer to rules Send on time out but explain that you will come and find out what happened in 5 minutes (this will allow time for child to calm down) Establish what happened – both accounts to determine who is at fault	Time out – To cool down Call the phase leader to deal with the incident Incident recorded on incident form Copy given to the class teacher, parents and HT
Throwing objects	Ask the child what they are doing and what they should be doing Refer to the playground rules – which one have they broken Make sure it is clear what they should be doing	Warning for first offence If repeated - time out – recorded in the class behaviour book
Straying into out of bounds areas	Ask the child what they are doing and what they should be doing Refer to the playground rules – which one have they broken Make sure it is clear what they should be doing	Warning for first offence If repeated - time out - recorded in the class behaviour book
Not lining up correctly pushing	Ask the child pushing to step away from the line Ask them why they are pushing – there may have been an earlier incident Listen to all parties involved and decide whether they can stand sensibly or whether one needs to be moved	Warning and explain what behaviour you expect Time out – Stand child on their own and inform class teacher when they come to collect their class
Not playing games fairly	Ask all the children involved to come over and then ask one child to tell you what rules they are playing by Ask a different child who broke a rule and what rule they broke Discuss with all the children what they can do to solve these problems amicably by themselves Observe game/stay close for a while to monitor game	Warn the child that if they do not play fairly then they will be asked to sit out of the game Ensure that the child understands what rule he broke and what he should have done If repeated - time out from the game record in behaviour book If repeated again – Time out with phase leader
Arguments in football	Stop the game and ask the children to explain what the problem is. Remind them of the golden rules Monitor game	Give warning Time out if continues or another complaint – record in class behaviour book Time out with phase leader
Ignoring adults requests/instructions	In this situation, the best way is to give the child a choice as they then have a way of getting out of the situation without losing face	Give choice – you either do as I have asked you to or you will be sent to duty teacher Time out with phase leader. Child writes letter of apology to adult. Parents informed and lunchtime exclusion
Friendships breaking up	Get all the children together. Explain that they will each get a chance to have their say but while another child is talking they need to listen Listen to all accounts or leave in designated area (round bench) to discuss problem and come up with a solution	Ask the children to apologise to each other if possible and then set up a game for them all to play and monitor Give the child a token to show to CT so they can talk about issue if not resolved