



Behaviour For Learning Policy

Updated: Summer 2024

Next Review: Summer 2026

Reviewed, approved and ratified by: Full Governing Body

Written by SLT

(In consultation with children and staff)

at Ladbroke School

Work Together, Achieve Together

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, in society, certain groups and individuals may experience discrimination and therefore are strongly committed to take positive action to remove and challenge discrimination in all aspects of the School and its work.

Guidelines for staff

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

1. Use positive language and body language when dealing with children
2. Set high standards of behaviour in all areas of school life and model that behaviour
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 specifically related to whatever it is that you are pleased about
7. Consciously look for opportunities where children are displaying positive learning attributes
8. Support children in managing their feelings and emotions and learning to work through this independently
9. Deal with poor behaviour in children everywhere – we have a joint responsibility for what happens in school
10. Ensure incidents of poor behaviour are communicated to the relevant staff and recorded where necessary

All of these guidelines should be seen in light of our three main rules (See appendix A). They are:

- **BE READY**
- **BE RESPECTFUL**
- **BE SAFE**

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. Any members of staff covering/teaching regularly in a class will ensure that they explain their expectations clearly, especially if there is a change to normal classroom routines due to the subject being taught. Wherever possible the expectations should be the same.

The **three rules** can be seen through the following behaviours which we should either foster or discourage

1. 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 when dealing with behaviour and teaching

2. 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
3. Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. Persistent low level unacceptable behaviour will be recorded on a behaviour log as a summary report (APPENDIX B)
4. Open communication with parents should be established when a child is demonstrating persistent low-level behaviour so we can work together to improve behaviour standards
5. Children are encouraged to be polite and helpful to all staff and visiting adults in the school
6. 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.
7. 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
8. Children are encouraged to take pride in themselves and are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions
9. Children are supported to deal with situations independently, especially friendship difficulties and helped to understand when they need assistance from an adult to ensure situations are resolved. Where possible children are supported in reflecting on their behaviour so they understand what they did wrong and how to prevent a similar situation arising again
10. The school is a rich and stimulating environment. Children are encouraged to take pride in it and to care for it. Personal possessions should not be brought into school unless children have specifically requested to do so as school will not be responsible for them
11. All incidents which are contrary to protected characteristics including bullying and racism must be taken seriously and actioned appropriately. Full details of the incident and action should be recorded on a behaviour log
12. Behaviour logs should be scanned and filed in the class SEN folders. The master copy should be placed in the brown behaviour incident file in the HT office and left on their desk.

REWARDING POSITIVE BEHAVIOUR

The majority of children will behave and follow the school rules all the time. These children need to be recognised and rewarded for their contribution to school life.

Remember, how you interact and speak to children will be copied and mirrored by the children. Always remember you are the role model.

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

- Verbal praise
- Actively looking for children who are doing the right thing and responding positively
- 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
- Class rewards to build to a merit
- Merits or achievement assembly
- Special responsibility or job awarded

DEALING WITH UNACCEPTABLE BEHAVIOUR

Although the majority of children display positive behaviour at all times in school, there will be times when behaviour falls below the standard we expect. Especially when children are young, part of the role of school is to teach children how to behave in acceptable ways. All members of staff need to be seen to be fair and consistent in their approach to dealing with situations. Most of the time a discussion about the incident will be enough to improve behaviour, but where behaviours are repeated further steps may be needed to help improve behaviour.

Early on in Foundation Stage, we begin to teach children to manage their feelings and emotions and, with support, to manage situations themselves. This is continued as the children move through the school as it is important that where possible children learn to independently deal with situations with friends without breaking school rules.

Some children will have additional needs and will need to be further supported in developing positive behaviour. Behaviour plans (APPENDIX C) should be written for these children and triggers identified to ensure (wherever possible) that the children can be successful.

Case studies are set up for children with repeated behaviour incidents to track and monitor them more effectively.

Progressive Consequences

These are the progressive consequences the children can expect when rules are not followed. They are derived from the Behaviour Ladder (APPENDIX D) 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 and the rule broken referenced 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. At the end of the time out, the child should be able to articulate in what way their behaviour was not acceptable and what they are going to do next to improve their behaviour.
- If a child continues to break the rules, time out should be given in another classroom where a senior member of staff is in charge. The children should be sent with work to continue and a short note they can hand to the teacher so they know why they are there with little disruption to the lesson. Care should be taken when deciding which class to send the children to. Where possible classes where siblings might be should be avoided.
- If a child is sent out of the classroom, they should then be given a break time sanction to reflect on their behaviour. This should be supervised by the class teacher at lunchtimes or duty teacher if it is a break time. The child should be sent with work to complete or an activity to work through (see '*Not You Again*' book for behaviour reflection tasks).
- If the same behaviours continue, the class teacher (supported by the TA) will complete a summary record of incidents for one week and then arrange to meet with parents to discuss how the behaviours are going to be worked on moving forward
- If there is still no improvement in behaviour the Headteacher will become involved. Parents will also be contacted and a meeting set up to discuss a joint way forward. In some incidences, a behaviour support plan may be written and individual target sheets.
- If necessary, the Headteacher can be involved earlier if the behaviour warrants it.
- Exclusion would only be used in extreme cases when all other avenues have been exhausted and a clear paperwork trail is in place, including interaction with external professionals.

Certain behaviour will be escalated up the ladder and will not warrant a warning etc. 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.

Behaviour incidents must be recorded when:

- There is persistent low level behaviour and a meeting with parents is held

- Where there is an incident linked to protected characteristics, including racism and bullying
- Where a child has additional needs and may need further behavioural support from outside agencies

Individual Behaviour Plans

All children should be encouraged to follow the school rules at all times. 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 C) or an individual behaviour chart (APPENDIX E). Advice should be sought from the SENCO 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 on a behaviour form
- The final sanction will be the child being taken to the HT office. This will be recorded on a behaviour form and parents informed at the end of the day by the class teacher
- Parent communication will be developed to ensure home and school are working together to support behaviour development

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 (by the staff on duty) has been made to stay inside, all classes should be supervised by a member of staff.
2. The member of staff on corridor duty is there to supervise children coming in to use toilets, manage any first aid and supervise children who are on a time out by class teachers
3. Children should speak to an adult before entering the school building during playtimes
4. All apparatus should be used appropriately in the designated areas
5. Only balls provided by the school should be used on the playground
6. There is no football or ball kicking games on the KS2 playground at any time with the exception of football tennis over a net. Football is only played when the children are on the field.
7. In KS1 there is an apparatus rota
8. Staff should have designated areas to monitor on the playground to ensure all areas are supervised. No adults should be standing together chatting
9. All children must know the areas they are allowed to play in and should not enter the building without permission
10. During wet plays only designated wet play equipment should be used (APPENDIX F)
11. Scissors, water and sand should not be used during wet play
12. Class teachers should ensure children are set up for wet play before leaving the classroom.
13. Children should treat all MSAs with respect and follow their instructions
14. Safety is a priority. Children should not be allowed to indulge in any rough play in which they could hurt themselves or others and equipment should be used safely
15. At the end of each lunchtime, supervisors will inform teaching staff of any significant incidents which have resulted in a time out.

Friendship issues often cause a lot of behaviour concerns on the playground. We need to encourage children to help themselves deal with issues as independently as possible. If they accidentally hurt a child either physically or emotionally they should be encouraged to do the following

- **Apologise and check to see if they are alright** – take them to an adult if they need help
- 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 on a behaviour form. It is also important to reinforce that accidents do not happen twice.

APPENDIX G 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. Always send a child to request the support of a senior leader in these circumstances.

Appendix A

OUR SCHOOL RULES

(Discussed and contributed to by staff and children)

1. BE READY

Be ready to tackle the day ahead and all that this entails

- Be on time to school
- Make sure you have some breakfast and clean your teeth
- Have a good night's sleep
- Make sure you bring all the correct equipment into school
 - PE Kits
 - Planner
 - Homework
 - Water bottles
 - Coats
- Wear the correct uniform and make sure it is labelled
- Line up in a calm and orderly manner at the end of breaks ready to learn
- Use break times to fill your water bottle and go to the toilet so you are ready to learn
- To listen and learn
- To challenge yourself

2. BE RESPECTFUL

Be respectful to everyone in school and to the school environment

- Be polite – say please and thank you
- Be kind and use positive language and tone of voice to everyone
- Use positive body language
- Show good manners – hold the door open
- Look after your classroom, equipment, belongings
- Keep the cloakroom tidy and pick up coats when necessary
- Listen and say sorry when necessary
- Be aware of the feelings of others – try to be inclusive
- Follow the rules

3. BE SAFE

We want our children to be safe at all times, in and out of the classroom and in and out of the school

- Listen to the advice of adults and follow instructions
- Sit on chairs properly
- Walk around the school
- Line up sensibly in register order
- Follow the green cross code when coming to school
- Hang your coats on pegs
- Use computers safely following guidance from teachers and parents
- No bikes and scooters ridden in school grounds
- Know who you can talk to if you are worried or afraid
- No play fighting or invading people's personal space – keep your hands and feet to yourself
- Use equipment safely
- Not letting visitors into school without permission
- Don't talk to strangers
- No nuts or glass bottles in school
- No mobiles used on school grounds
- Use sun cream and wear hats in hot weather

APPENDIX B



Ladbroke 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>	

APPENDIX C

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

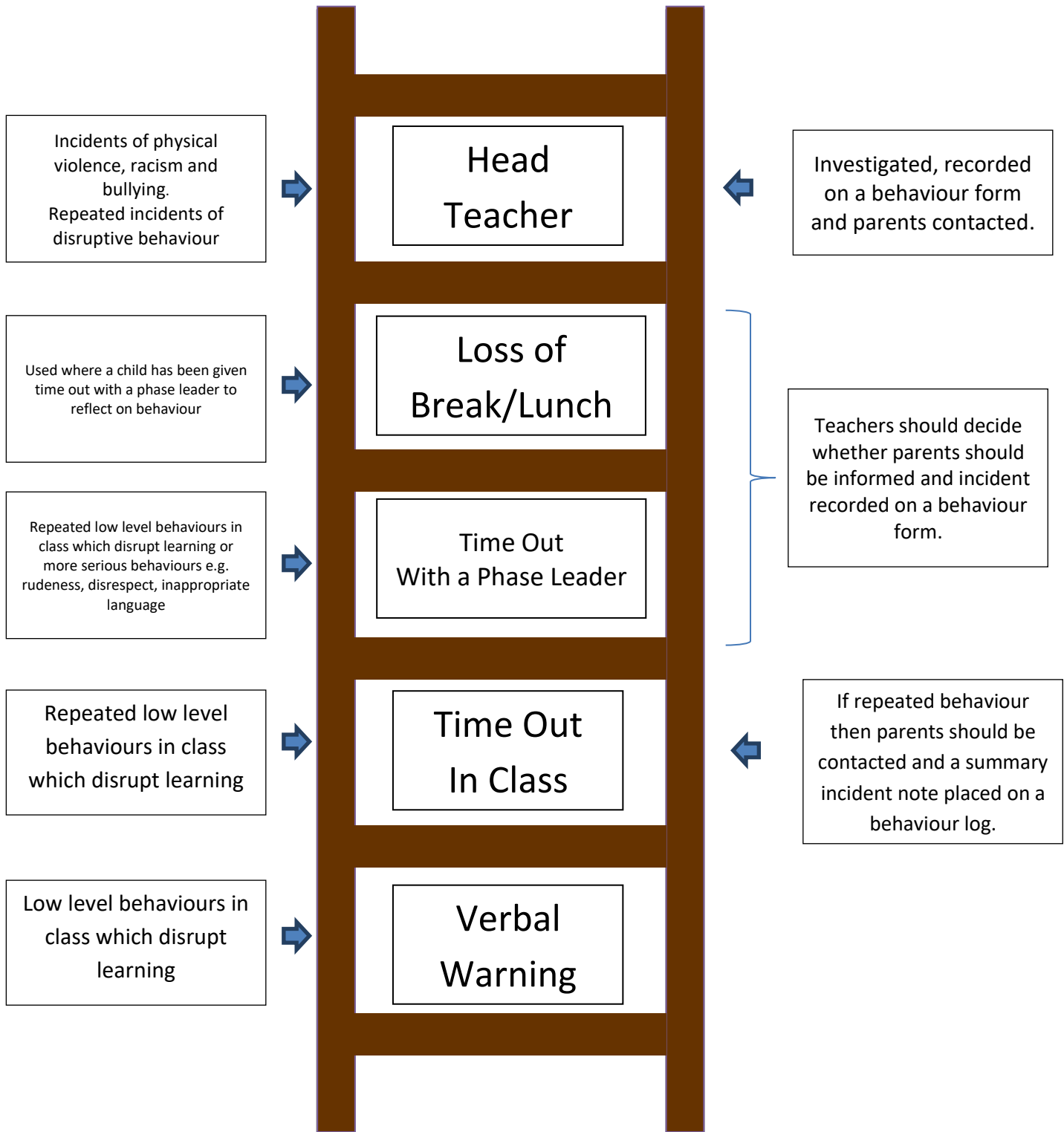
Language

Class Teacher's Signature

Parent's Signature

APPENDIX D

LADBROOKE BEHAVIOUR LADDER



APPENDIX E

EXAMPLE BEHAVIOUR CHART

Targets

- List 1 or 2 targets for the child to focus on.
- Start with ones that are achievable and will have the most impact

DAY	Session One	Break	Session 2	Lunch	Afternoon Session
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

APPENDIX F

WET PLAY EXPECTATIONS

ALL CLASSES

- No use of whiteboards and pens during break times. Wet play books should be considered for this
- No running around the class
- Rooms should be orderly and calm
- No glue to be used
- No scissors in KS1 – these can be used in KS2 but if being used in an unsafe manner then they should be removed
- Tidy up before you leave the classroom to go out to play or at the end of the break
- If children are brought into class near the end of a break, do not get all wet games out play a game or read a book. Easy games to play
 - Whole class hangman
 - Times table Challenge
 - Heads Down Thumbs Up

PLAYGROUND EXPECTATION

JUNIOR PLAYGROUND

- There is no football or kicking games allowed on the KS2 playground with the expectation of football tennis. Football is only played on the field when it is accessible
- The ping pong table behind the apparatus is on a rota. If no one is using it, then any child can play until a child of the nominated class wishes to play.
- The ping pong table at the end of the playground can be used by any child from any year group

THE OWL HOUSE AREA

- The Owl House and Friendship Field around it is a quiet area – no running or loud play
- If you move the furniture to play, put it back at the end
- Do not move tables in the Owl house

INFANT PLAYGROUND

- No playing in the flowerbeds especially around Y5 classroom
- Football is only played at the top of the playground by the wooden board (rota in place)
- Y5 play buddies or adults only allowed in the shed
- At break time and lunch time there is a rota for the apparatus and the football area

GENERAL

- When the first bell goes it means, stop playing and stand quietly ready to come into school
- The second bell means line up and BE READY to come into school
- MSA/Teacher leads class in when all in a straight line.

Appendix G

Dealing with Incidents on the Playground

<u>Incident</u>	<u>Strategies to Deal</u>	<u>Sanction</u>
Name Calling between children	<p>Explain to the children that you will listen to both sides of the story</p> <p>Summarise the story they have given</p> <p>Explain the school rule that no name calling is allowed – refer to playground rule</p>	<p>Children must apologise to each other -</p> <p>Warning given</p> <p>If repeated incident - time out – record in behaviour book</p> <p>If name calling is racist – send to member of SLT</p>
Cheeky or disrespectful to an adult	<p>Explain to the child that under no circumstances should a child be rude to an adult</p>	<p>Time out</p> <p>Inform class teacher at the end of the break</p>
Physical Violence	<p>Explain to the child that under no circumstances should a child be putting their hands or feet on another child - refer to rule Be Safe/Be Respectful</p> <p>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)</p> <p>Establish what happened – both accounts to determine who is at fault</p>	<p>Time out – To cool down</p> <p>Call the phase leader to deal with the incident</p> <p>Incident recorded by MSA on incident form</p> <p>Copy given to the class teacher to record on CPOMS</p>
Throwing objects	<p>Ask the child what they are doing and what they should be doing</p> <p>Refer to the playground rules – which one have they broken</p> <p>BE SAFE</p> <p>Make sure it is clear what they should be doing</p>	<p>Warning for first offence</p> <p>If repeated - time out – reported to class teacher at end of break</p>
Straying into out of bounds areas	<p>Ask the child what they are doing and what they should be doing</p> <p>Refer to the playground rules – which one have they broken</p> <p>BE SAFE</p> <p>Make sure it is clear what they should be doing</p>	<p>Warning for first offence</p> <p>If repeated - time out - reported to class teacher at end of break</p>
Not lining up correctly pushing	<p>Ask the child pushing to step away from the line</p> <p>Ask them why they are pushing – there may have been an earlier incident</p> <p>Listen to all parties involved and decide whether they can stand sensibly or whether one needs to be moved</p>	<p>Warning and explain what behaviour you expect</p> <p>Time out – Stand child on their own and inform class teacher when they come to collect their class</p>
Not playing games fairly	<p>Ask all the children involved to come over and then ask one child to tell you what rules they are playing by</p> <p>Ask a different child who broke a rule and what rule they broke</p> <p>Discuss with all the children what they can do to solve these problems amicably by themselves</p> <p>Observe game/stay close for a while to monitor game</p>	<p>Warn the child that if they do not play fairly then they will be asked to sit out of the game</p> <p>Ensure that the child understands what rule he broke and what he should have done</p> <p>If repeated - time out from the game and report to class teacher</p> <p>If repeated again – Time out with SLT</p>
Arguments in football	<p>Stop the game and ask the children to explain what the problem is.</p> <p>Remind them of the rules – BE SAFE, BE RESPECTFUL</p> <p>Monitor game</p>	<p>Give warning</p> <p>Time out if continues or another complaint – report to class teacher</p> <p>Time out SLT</p>
Ignoring adults requests/instructions	<p>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</p>	<p>Give choice – you either do as I have asked you to or you will be sent to duty teacher</p> <p>Time out with SLT. Child writes letter of apology to adult. Parents informed and lunchtime exclusion</p>
Friendships breaking up	<p>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</p> <p>Listen to all accounts or leave in designated area (round bench) to discuss problem and come up with a solution</p> <p>Model how to do this so children will learn to deal with these issues independently next time.</p>	<p>Ask the children to apologise to each other if possible and then set up a game for them all to play and monitor</p>