



Leechpool Primary School Behaviour policy

Vision

At Leechpool Primary School we aim for all pupils to feel safe, secure and cared for within a structured and consistent system. Our school will be a positive, ordered and happy school with a climate in which children feel valued, understood and cared for. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority. This is based on a commitment to spend time ensuring that children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. We will communicate clearly with parents about important issues or events regarding the behaviour of their children.

Aims of the policy:

- To ensure consistency in living a positive behaviour culture from the staff and children of Leechpool Primary.
- To develop children's self-esteem, self-respect, respect for others and the school environment
- To create a calm, caring and co-operative environment where children feel safe and secure
- To ensure consistency of expectation in managing behaviour and adherence to our school rules.
- To have a consistent and fair system of rewards and consequences.
- To ensure all members of the school community including parents are aware of and support our behaviour policy

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our schools' vision:

'Breathing life into learning ...to be the best we can be'

Principles underpinning this policy

- All children should be valued, listened to and cared for and kept safe
- Teachers should be fair, consistent and positive
- Good behaviour and positive relationships should be modelled by all members of the school community
- Staff should interact with, and speak about children in a positive way.
- Staff should always try to develop children's self-esteem.
- When children are engaged in their learning their learning behaviours will be positive and productive.
- Mutual support at all levels is important; children are entitled to support to help them with their behaviour and staff are entitled to support when dealing with behaviour that is not in keeping with our school rules.

Equal Opportunities

At Leechpool Primary School we are committed to providing the best possible education so that all our children thrive and achieve. We believe our children, families, staff and governors are of equal value and we respect and appreciate the diversity they bring to our school community. Through our policies and practice, we strive to foster positive relationships and a shared sense of belonging and we challenge any inequalities or barriers that exist. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

The Role of Parents

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems. We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school. We will also communicate concerns about behaviour to parents through a meeting or a phone call. Parents have a vital role to play in promoting good behaviour in school and effective



Leechpool Primary School Behaviour policy

home/school liaison is essential. It is important that class teachers can depend on the full support in dealing with their children's behaviour.

As a school we expect parents to inform staff of difficulties they may be experiencing at home; of any trauma which may affect their child's performance or behaviour in school e.g. a death in the family; children's ill health and any absences connected with it. To support parents the school will endeavour to give constructive and positive comments about their children's work and behaviour; run an open door policy where parents who have concerns can come to the school office at any time and see a member of staff, if they are not available for any reason, parents can make an appointment to see staff at the earliest time possible. School will also communicate regular information about school events, achievements and issues of concern; encourage parents into school on occasions other than parent consultation evenings; involve parents at an early stage in any disciplinary problems.

Home/School Behaviour Communication Reports

Home/School behaviour reports will be used for some children following discussions with parents/carers in order to inform parents about how well their children are behaving in school on a daily basis and will also give parents/carers an opportunity to let school know how the children are behaving at home. We believe that is important for the children who are persistently displaying inappropriate behaviour that they understand that both home and school will work in partnership to support good behaviour by having regular meetings and recognising that this is not just a school issue.

The Role of all Adults

Promoting positive behaviour and managing difficult behaviour is the responsibility of all adults in the school. Children should be thanked and praised, when they adhere to the school's expectations and challenged when they fall short. Adults should always treat children with respect and care. When dealing with challenging behaviours, adults should focus on the behaviours that need to be modified rather than the child's personality. When the school rules are not adhered to, staff should follow the procedures outlined in the flow chart.

Our Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our golden rules form the basis of our policy. The rules should be shared regularly with all staff and children through assemblies, class discussions and through displays in class which act as reminders for the children. Time should be spent with children during the year on exploring exactly what the rules mean, and why we have them.

Leechpool's over-arching value is **RESPECT**

Our 6 R's

- Risk-taking
- Reflective
- Resourceful
- Resilient
- Relationships
- Responsible



Leechpool Primary School Behaviour policy

Our 6 R's are what we believe our children need in order to leave Leechpool Primary with the right skills set and knowledge to be ready for their next step in learning. We discuss and share these values through assemblies and our curriculum.

Rewards and Praise.

At Leechpool Primary School we believe that a positive ethos and environment leads to a positive atmosphere and improved learning behaviours. Strategies for encouraging and promoting good behaviour include:

- Verbal and written praise
- Non verbal – thumbs up, smiles
- Dragon tokens – **maximum of 3 at one time.**
- Showing work and sharing successes and achievements with other teachers and pupils
- Notes/emails/calls home
- Displaying good work
- Headteacher golden book.
- Responsibility within the school.
- Whole class rewards - each class has to collect a given amount of class animals (20) for demonstrating working together. This leads to a whole class reward, which is chosen and voted on by the children. This is a maximum of 45mins.
- Stickers - we limit the amount of stickers we use as we want children to be verbally praised for what they achieve. **Any stickers given need to be purposeful and explicitly given.**

Whole class

- Verbal and written praise
- Class reward
- Head Teacher class rewards

Dragon Points

Each child across school from Years R-6 are given a house to represent. The children can earn dragon points for their teams in a number of ways – by following the golden rules, showing good manners, care and consideration for others and showing the 6 R's. The dragon points are totalled each week and the winners announced in Celebration Assembly.

Procedures to follow when a child does not adhere to the school rules.

At Leechpool Primary School we follow a staged system to deal with behavioural issues.

EYFS

Within EYFS, if children make inappropriate choices and continue to do so over time, they will be advised of the consequences. An inappropriate choice is seen as something which could cause hurt, harm or damage to themselves, others or school equipment.

Children are given the opportunity to reflect on their actions through discussion with the class teacher. Within EYFS, staff and children are encouraged to follow the Highscope model of 'Problem-solving approach to conflict'.

KS1 and 2

Staff will continue to use the use the Highscope model of 'Problem-solving approach to conflict' alongside Zones of regulation and the behaviour visual aid (Good choices ladder) to monitor behaviour of individuals in class. The first response to a child is a brief non-verbal/verbal warning, followed by a yellow warning if the low level behaviour does not immediately cease. Should the unwanted behaviour continue they will receive a red consequence and move to stage 1.

Stage 1 – The child loses 1 minute (KS1 & LKS2) 5 minutes (UKS2) of Lunch time

Stage 2 – The child loses 2 minutes (KS1 & LKS2) 7 minutes (UKS2) of lunchtime



Leechpool Primary School Behaviour policy

Stage 3 – The child loses 5 minutes (KS1 & LKS2) 10 minutes (UKS2) of Lunchtime

Stage 4 – The child is sent to the phase leader

Stage 5 – The child is sent to the Head Teacher/Assistant Headteacher

The stages should be used by teachers within the classroom and recorded appropriately. Repetitive/serious/red incidents that require referral are recorded on the CPOMs.

The use of the stage system does not mean that all behaviour issues begin at stage 1. If a child does something which is of a particular severity, then teachers should use their judgement in deciding which stage is the most appropriate starting point. Please see the flow chart for examples. Discretion and amendments will be made and noted in a behaviour plan for the small minority of children who have specific SEND that would make it difficult for them to succeed within the system.

Children with Behavioural and Emotional Difficulties/Vulnerable Groups

If a child's behaviour regularly becomes an issue, then staff will consult with Phase Leaders and/or the school's Senior Leaders. Parents will be involved and invited to attend a meeting with the class teacher/phase leader to discuss strategies that might be put into place at home and at school to try and support the child. This may involve a behaviour plan identifying triggers for the child's behaviour along with potential resolutions.

Individual reward systems will be used depending upon the child's needs and recommendations. These could include such resources like star charts, zones of regulation and feeling sticks

Zones of Regulation

'Zones of Regulation' is an approach used to encourage self-awareness and tools for effective emotional regulation. The approach categorises different feelings, based on level of alertness and comfort, into different coloured zones. The Zones framework provides strategies to teach children to become more aware and independent in identifying their feelings, judging the appropriateness of their responses, managing sensory needs and regulating their thoughts, feelings and behaviours.

The Four Zones:

Our feelings and states determine our zone :

The **red** zone is used to describe an extremely heightened state of alertness or arousal which often results in intense emotions. A person may be elated, angry, devastated or terrified when in the red zone.

The **yellow** zone is used to describe a heightened state of alertness or arousal which result in elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement or nervousness when in the yellow zone.

The **green** zone is used to describe a medium state of alertness. A person may be described as happy, focused, content or ready to learn when in the green zone.

The **blue** zone is used to describe a low state of arousal or alertness. A person may be feeling sad, tired, unwell or bored when in the blue zone.

A central idea around the zones framework is that there are no 'bad' zones. It is important to teach and model to children that experiencing all zones at different times is a natural and helpful experience. The framework focuses on teaching children to recognise and manage their zone, based on their environment and the people around them - separating feelings and behaviours.

Strategies for Emotional Regulation When children struggle with self-regulation, it is often the behaviours that we see and focus on. Through the Zones framework, children are explicitly taught to recognise their feelings and manage appropriate behaviours in different situations. Everyone will experience the zones differently and will demonstrate different behaviours. Equally, children will have different preferences for strategies to move between zones.

Frequent modelling and discussing these differences as a class is key, as well as explicit teaching of how to use each strategy properly, so they can eventually be accessed independently.



Child on Child Abuse

We assume it could be happening and take steps into recognising and dealing with it in school. Staff are trained to recognise the signs and what actions to take. Please refer to the Safeguarding Policy for the steps and sanctions associated with Child on Child Abuse.

Appendix

Hightscope model of 'Problem-solving approach to conflict

Steps in Resolving Conflicts

- 1. Approach calmly, stopping any hurtful actions.**
 - ▶ Place yourself between the children, on their level.
 - ▶ Use a calm voice and gentle touch.
 - ▶ Remain neutral rather than take sides.
- 2. Acknowledge children's feelings.**
 - ▶ "You look really upset."
 - ▶ Let children know you need to hold any object in question.
- 3. Gather information.**
 - ▶ "What's the problem?"
- 4. Restate the problem.**
 - ▶ "So the problem is . . ."
- 5. Ask for ideas for solutions and choose one together.**
 - ▶ "What can we do to solve this problem?"
 - ▶ Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.**
 - ▶ "You solved the problem!"
 - ▶ Stay near the children.



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Appendix



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Behaviour policy**

Leechpool Primary School's Behaviour Flow Chart

Depending upon urgency

KS1

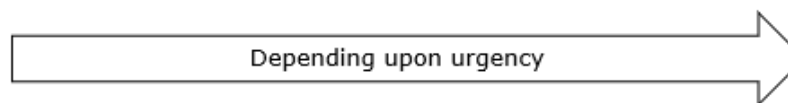
School Rules	Brief warning Followed by Yellow Warning	Stage 1 Consequence 1m loss of lunch time	Stage 2 Straight to consequence <u>2 minute</u> loss of lunch time	Stage 3 Straight to consequence <u>5 minute</u> loss of lunch time	Stage 4 Straight to consequence Sent to Phase leader/ for formal recording	Stage 5 Sent to Head /Assistant Headteacher
We are gentle We are kind and helpful We listen We are honest We work hard We look after property	General very low-level disruption e.g. <ul style="list-style-type: none"> o Not keeping hands to themselves o Rocking on chairs o Talking while the teacher is talking o Calling out o Creating disturbances when moving around school with class 	<ul style="list-style-type: none"> o Calling names o Unkind comments that upset others o Inappropriate Language o Refusal to participate o Taking other children's property o Winding up other children o Minor damage e.g. silly behaviour leading to 	<ul style="list-style-type: none"> o Being disrespectful o Breaking school equipment o Telling lies 	<ul style="list-style-type: none"> o Discriminatory comments e.g. racism, LGBT and other protected characteristics comments o Swearing with intent o Hurting other children o Bullying o Damaging others' property o Throwing objects at people o Kicking over a chair o Spitting at someone 	<ul style="list-style-type: none"> o Physical bodily harm o Stealing from children, adults and school o Vandalising school property o Creating <u>an</u> substantial disturbance in class which affects learning o Creating a substantial disturbance around school 	



Leechpool Primary School Behaviour policy

Leechpool Primary School's Behaviour Flow Chart

LKS2



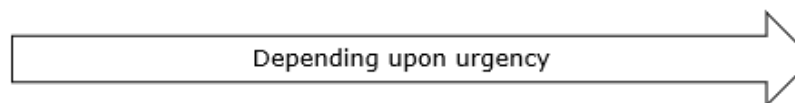
School Rules	Brief warning Followed by Yellow Warning	Stage 1 Consequence 2m loss of lunch time	Stage 2 Straight to consequence 5 minute loss of lunch time	Stage 3 Straight to consequence 7 minute loss of lunch time	Stage 4 Straight to consequence Sent to Phase leader/ for formal recording	Stage 5 Sent to Head / Assistant Head
<p>We are gentle</p> <p>We are kind and helpful</p> <p>We listen</p> <p>We are honest</p> <p>We work hard</p> <p>We look after property</p>	<p>General very <u>low level</u> disruption e.g.</p> <ul style="list-style-type: none"> o Not keeping hands to themselves o Rocking on chairs o Talking while the teacher is talking o Calling out o Creating disturbances when moving around school with class 	<ul style="list-style-type: none"> o Calling names o Unkind comments that upset others o Inappropriate Language o Refusal to participate o Taking other children's property o Winding up other children o Minor damage e.g. silly behaviour leading to 	<ul style="list-style-type: none"> o Being disrespectful o Breaking school equipment o Telling lies 	<ul style="list-style-type: none"> o Discriminatory comments e.g. racism, LGBT and other protected characteristics o Swearing with intent o Hurting other children o Bullying o Damaging others' property o Throwing objects at people o Kicking over a chair o Spitting at someone 	<ul style="list-style-type: none"> o Physical bodily harm o Stealing from children, adults and school. o Vandalising school property o Creating a substantial disturbance in class which affects learning o Creating a substantial disturbance around school 	



**Leechpool Primary School
Behaviour policy**

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UKS2



School Rules	Brief warning Followed by Yellow Warning	Stage 1 Consequence 5m loss of lunch time	Stage 2 Straight to consequence 7 minute loss of lunch time	Stage 3 Straight to consequence 10 minute loss of lunch time	Stage 4 Straight to consequence Sent to Phase leader/ for formal recording	Stage 5 Sent to Head /Assistant Head
<p>We are gentle</p> <p>We are kind and helpful</p> <p>We listen</p> <p>We are honest</p> <p>We work hard</p> <p>We look after property</p>	<p>General very <u>low level</u> disruption e.g.</p> <ul style="list-style-type: none"> o Not keeping hands to themselves o Rocking on chairs o Talking while the teacher is talking o Calling out o Creating disturbances when moving around school with class 		<ul style="list-style-type: none"> o Calling names o Unkind comments that upset others o Inappropriate Language o Refusal to participate o Taking other children's property o Winding up other children o Minor damage e.g. silly behaviour leading to 	<ul style="list-style-type: none"> o Being disrespectful o Breaking school equipment o Telling lies 	<ul style="list-style-type: none"> o Discriminatory comments e.g. racism, LGBT and other protected characteristics comments o Swearing with intent o Hurting other children o Bullying o Damaging others' property o Throwing objects at people o Kicking over a chair o Spitting at someone 	<ul style="list-style-type: none"> o Physical bodily harm o Stealing from children, adults and school. o Vandalising school property o Creating a substantial disturbance in class which affects learning o Creating a substantial disturbance around school

