



Longridge Church of England Primary School

Berry Lane, Longridge, Preston PR3 3JA
Head Teacher- Mrs C Parkin BA MEd NPQH
www.longridge-cofe.lancs.sch.uk

Whole School Behaviour Policy

Reviewed January 2019
January 2021
Review date: February 2022

Aim

The aim of this policy reflects our mission to encourage appropriate positive behaviour and to develop responsible attitudes in pupils.

The objectives of the policy are:

- To provide a clear understanding of expectations
- To promote consistency of approach by all adults
- To promote self-discipline and responsibility
- To encourage appropriate and acceptable behaviour
- To outline procedures for dealing with behaviour problems
- To make the policy effective through the actions and attitudes of the pupils

The shared values and attitudes which are promoted within the school community are:

- To be ready to work hard and to be responsible for personal learning
- To care for and help others
- To be polite to all
- To be honest and trustworthy
- To show respect for others and their property
- To be responsible for personal action and personal belongings
- To share resources and time
- To encourage and develop self-respect, esteem and personal discipline in all

Our Vision

In our Christian community we recognise the worth and potential of individual pupils as children of God. We recognise their unique nature as human beings, regardless of background, abilities or experiences. We recognise that each individual reflects the goodness of Christ and that there is potential for good in each and every human being. We promote the concepts of self-discipline and responsibility for actions undertaken, with the good of all in mind. We promote the ideal of love – both of God and of each other as members of the family of Christ. Through our inclusive, broad and balanced curriculum we promote our Christian ethos, Christian values and, by extension, British Values. We offer a wide range of PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural) activities to ensure the wellbeing and development of the 'whole child'. This means we place a strong emphasis on developing confidence, resilience,

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empathy, creativity, charity, social responsibility, character and values through all learning experiences.

School Rules

In our school community we have to use some simple rules but these are positive and are concerned with consideration to others, politeness and safety when part of a large group. They include:

We are friends

- We care for each other
- We help each other whenever we can
- We share with each other
- We use kind words and are polite to all

We look after our school

- We look after school property
- We keep our classroom, cloakrooms and school grounds tidy

We keep safe at school

- We always walk in school
- We remove all jewellery for PE and Games
- We talk to an adult if we need help

We always do our best

- We listen to our teacher
- We complete class work and homework tasks
- We allow others to do their work

Adult Roles

The role of all adults employed and working at the school is to support and encourage the content of this Behaviour Policy through:

- High expectations of all children
- Providing positive feedback at all appropriate occasions
- Setting a good personal example and being a good role model
- Being sensitive to the varying needs of individual children
- Being constructively critical of unacceptable behaviour wherever this is seen
- To offer frequent and timely opportunities for those with challenging behaviour to have a fresh start

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Rewards and Incentives for Good Behaviour

The school endorses a policy of positive reinforcement and uses the following rewards to sustain and support this:

- A quiet word of praise from the teacher
- The use of team points and individual class stickers
- Being publicly praised in class or in school worship (Special Mentions)
- Being given extra privilege or responsibility
- Through termly awards ceremonies in church (Trophies Service)
- By personal contact with parents to share the child's success
- By being placed on the Gold Star and receiving a Head Teacher's Award

Effective Classroom Management

This policy recognises that effective classroom management contributes to the sense of orderliness and purposeful classroom activity, which minimises the opportunity for behaviour problems to arise. All teaching staff will ensure that

- Lessons are well prepared and matched to the wide range of pupil abilities
- Teaching style and classroom organisation is adapted to suit the cohort
- Resources for the lessons are readily available for pupils
- Children are supervised in the classrooms
- Clearing up procedures are well established at the end of the morning and afternoon sessions
- Children are collected promptly at the end of breaks and lunchtimes and are supervised when entering classrooms
- Children are supervised leaving the building at the end of the day
- Positive praise is the norm in promoting good attitudes and behaviour
- Wet playtime resources are available and the children are supervised during the break period.
- A weekly target for any pupil on an Individual Behaviour Plan is set and reviewed weekly

Sanctions

There will be occasions when unacceptable behaviour happens at school. This will be dealt with immediately. The procedures and sanctions outlined below will be followed:

- A severe look or verbal reprimand
- Removal to another classroom, with work, for a fixed period of time or removal from the playground to a supervised area indoors
- A request for an apology to an individual or a group
- A consequence such as missing some of their playtime

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- A conference meeting between affected parties to air feelings, accept responsibility and decide on a way forward

In the case of persistent or severe* inappropriate behaviour some of the above may be missed and staff will continue with the following procedures:

- Recording of the incident on CPOMS alerting the Headteacher/Assistant Headteachers if this has not already been done
- Contact with parents** so that understanding and consistent home/school action can take place
- Being given an Individual Behaviour Plan and associated record sheet, after consultation with parents, to monitor behaviour
- **NB In extreme cases, where a child is likely to cause harm to themselves or another person, reasonable physical restraint may be used. In such circumstances at least 2 adults should be present to witness the situation. Please refer to Care and Control Policy**

*Severe inappropriate behaviour is defined as:

- Racist behaviour
- When bad language is persistently and deliberately used
- When children initiate serious incidents of violence, including biting, spitting, kicking and hitting
- When children are involved in stealing
- When children are involved with bullying

**Contact with parents will be initially through the class teacher in an informal, verbal way. In the case of unacceptable behaviour continuing, further contact will be made by the Headteacher.

Exclusion (Fixed term or permanent) from school will take place:

- As a final action when all other sanctions have been tried
- Following the LEA guidelines after a formal written warning

Behaviour and Inclusion

The school accepts that, for a small number of pupils with particular special needs or emotional issues, the behaviour policy may have to be a little flexible. Such pupils will have an IBP and/or

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Care and Control Plan that will outline rewards and sanctions which will support the pupil's inclusion at the school. These may include withdrawal from the class base for some individual attention, personal reflection time with a designated member of staff, a shared approach to behaviour management with parents and accessing LEA specialist support when necessary. The school will aim to support the needs of such pupils as far as possible within the school's ethos and framework.

Process

This policy was drafted by the Headteacher and teaching staff of the school, with reference to behaviour training, and presented to the Governing Body for approval.

Monitoring and Review

The policy will be reviewed every two years, or more frequently if this is thought necessary to meet new DfE or LEA requirements. The success of this policy will be monitored in respect of all working within the school environment and community. This will include children and parents.

The staff member responsible for monitoring the effectiveness of this policy is the Headteacher.

Anti-Bullying Strategy

Staff and pupils at Longridge C of E Primary School recognise that incidents of bullying may occur at any time. The purpose of this statement is to make clear to all in our community how bullying is to be dealt with.

The definition of bullying is "the regular and systematic abuse through verbal, physical and indirect means by one or more persons on another".

This may take the form of:

- Gestures (pulling faces, sneering, laughing at)
- Verbal (teasing, taunting, being abusive)
- Physical (hitting, hair pulling, jabbing)
- Extortion (threatening with physical abuse unless...)
- Exclusion/alienation (rejection by others)
- Abusing the property of others

Staff, parents and pupils should all be aware of the hotspots or high risk areas where supervision of children needs to be regular and effective. These are:

- Secluded corners
- Toilet areas
- Cloakroom areas
- Congested places (corridors, cloakroom)
- In the playground

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Bullying can take place at any time, especially when supervision is minimal (before school, break times, lunchtimes, when lining up to return to the classroom, immediately after school). The targets of bullying are often children who are different from the main crowd.

Teachers and parents should always watch out for early signs of distress in pupils. This could be:

- Sudden deterioration in work
- Erratic attendance
- Reluctance to come to school
- Increasing incidents of minor illness
- Problems with sleeping, nightmares, bedwetting
- A desire to stay with adults
- Seeming unhappy and withdrawn
- Constantly seeking attention
- A reluctance to walk home at the same time as other pupils

Our strategy to deal with bullying will be:

- To encourage all children to tell an adult about any inappropriate behaviour which affects them or others
- To promote co-operative behaviour through our reward systems and by giving responsibility
- To promote friendship skills through the relevant PSHE units of work and other curriculum areas as appropriate
- To ensure effective supervision of children when lining up and moving around the school by teaching and welfare staff
- To supervise high risk areas as realistically as possible
- Supervise children in the classroom at all times
- Regular analysis of CPOMS to look at trends of inappropriate behaviour or locations where such are taking place.
- To deal with all reported incidents of bullying immediately through the class teacher, Headteacher or Assistant Headteachers using the sanctions outlined earlier
- To inform parents immediately of children involved either as a victim or bully
- To deal with parental concerns at the earliest opportunity and report back to them within a given time
- To provide time for children to discuss the problems leading to the bullying incident with a member of staff

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- To ensure that the victim is given as much support as possible and to show that the school cares about them
- To make a record of all incidents and to ensure that the bully and victim know that this is being done

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