# LONGLEVENS INFANT SCHOOL

## Policy for Behaviour

**Main Leader:** K Cunningham  
**Date of ratification:** Term 1 2017

**Governor committee:** FGB  
**Date for review:** Term 1 2018

### Definition:
This policy has been developed to ensure that all staff, children, parents, carers and governors are provided with the support and guidelines needed to promote good behaviour and high standards of conduct. In order to ensure that this policy is effective it is essential that all staff follow the guidance within this policy consistently.

### Aim:
We aim to create and maintain a happy, caring and safe environment where all relationships are based on mutual respect.

We aim to foster positive discipline in order to teach and guide our children to make the right choices, developing through this self-awareness and self-esteem.

In implementing and promoting this policy as part of our whole school ethos, we ensure that the conditions are right for effective learning, enabling children to reach their full potential.

### Roles:

<table>
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<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Governors</td>
<td>• To support the school in upholding its aims for behaviour and to monitor the behaviour in the school to establish the effectiveness of the policy.</td>
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<tr>
<td>SLT</td>
<td>• To develop and maintain an ethos in the school where all members of the community treat each other with respect and feel valued.</td>
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</table>
| Staff         | • To model expectations by setting an excellent example to the children.  
                • To read the Longlevens Infant School Behaviour Policy and understand the systems for managing behaviour.  
                • To use and adhere to the Longlevens Infant School management systems consistently.  
                • To log and track behaviours in accordance with Appendix A. |
| Pupils        | Our expectations are that the children should:  
                • Be happy and enjoy school.  
                • Develop positive attitudes and self-esteem.  
                • Develop self-discipline.  
                • Work hard to achieve their personal best – goals/targets.  
                • Understand and follow the Golden Rules.  
                • Respect all adults working within the school community. |
| Parents       | To sign the home school agreement and to support the school in its aims for behaviour. |

### Equal Opportunities:
The governors are fully committed to ensuring that equality of opportunity is available to all members of the school community. For further details please see the school’s policy for Equal Opportunity.
LONGLEVENS INFANT SCHOOL

BEHAVIOUR POLICY

Introduction

Children’s behaviour is central to the learning process and is an intrinsic element of education.

We aim to create and maintain a happy, caring and safe environment where all relationships are based on mutual respect and to develop a positive self-esteem in each child.

We are committed to maintaining high standards of conduct and quality of relationships, where all members of the school community demonstrate the highest standards of personal conduct and should be treated with consideration and respect.

To achieve this, we recognise the importance of having clearly stated and shared values.

Children are taught what acceptable behaviour is and are made aware of the consequences of breaking the rules. They are taught that in following our behaviour policy they will be able to make good choices, be more self-aware of their responsibilities, learn effectively and therefore reach their full potential.

Our behaviour policy will support these aims by:

- Developing a consistent approach in terms of expectations.
- Positively rewarding good behaviour.
- Modelling desirable standards of behaviour.
- Adhering to our inclusion and discrimination policies.
- Encouraging parents, governors and carers to work in partnership with the school.

Our expectations are that children should:

- Be happy and enjoy school.
- Develop positive attitudes and self-esteem.
- Develop self-discipline.
- Work hard to achieve their personal best – goals/targets.
- Understand and follow the Golden Rules.
- Respect all adults working within the school community.

Safeguarding – Child Protection

Longlevens Infant School fully recognises its responsibilities for safeguarding children and the current Safeguarding Policies will remain central to all activity in the school. This policy should be read in conjunction with the school’s safeguarding policies.
Parents
We work to establish a positive partnership with parents, promoting and maintaining high standards of behaviour. Where the behaviour of an individual child is causing concern it is important that all those working with the child are aware of the concerns and the measures taken as a response. The key professional figure in this process is the class teacher, who holds initial responsibility for the pupil’s welfare. At the first parents’ evening of each year children, their parents and their class teacher(s) all sign the home school agreement as part of our positive partnership with parents.

Golden Rules
The Golden Rules encompass all aspects of desirable behaviour and embody positive values and expectations. Children learn that these rules will guide and support them in their choices of appropriate behaviour.

1. We are gentle.
2. We are kind and helpful.
3. We look after property.
4. We listen.
5. We are honest.
6. We work hard.

Behaviour in and around school
The Golden Rules are the overarching rules of our school. We are looking for all members of our school community to behave in a way that helps all stakeholders to feel happy and secure by:
• Treating each other with respect.
• Using please, excuse me, thank you and sorry.
• Showing good manners.
• Actively listen to each other (looking, eye contact, attention on the speaker).
• Being courteous.
• When speaking to an adult say “Yes, Miss/Mrs/Mr……..

1. The Classroom
Class teachers and children will use the overarching Golden Rules to create their own class charter, which is personal to their class needs. These are devised, in most cases, in September and frequently revisited and developed throughout the year. Rules are kept to a minimum. The children will be expected to follow the Golden Rules and Class Charter as part of their daily routine. Class Charters are structured in such a way as to inform children of what they can do rather that what not to do.

2. The School Building
Pupils are asked to walk at all times in an orderly and quiet fashion. Children are also told to enter the hall quietly.
3. The Playground
   - Staff are aware of the lining up procedures and are asked to be consistent. *The bell goes and children walk sensibly to their line.*
   - At playtimes the children should not re-enter the building without permission from staff on duty.
   - Staff must collect children at the end of morning play and lunchtimes. In LIS children are brought back to their class by the MDSA at the end of lunchtime.
   - If unacceptable behaviour occurs, the member of staff will respond accordingly (see behaviour expectations sheet).
   - Y2 monitors act as playground friends.

4. Toilets
   Children are expected to use the toilets in an appropriate manner. At lunchtimes and break times children not needing the toilet can wash their hands in the classroom.
   - To go to the toilet.
   - To flush the toilet after use.
   - To wash their hands.

5. Lunchtimes (all staff, with particular reference to MDSAs)
   We aim to provide a relaxed and enjoyable social time for our children, whilst maintaining a calm and controlled atmosphere.

   **Lunchtime behaviour outside**
   - (EYFS & KS1) Children are to be led outside by their MDSA, observing the corridor rules.
   - Monitors are to put out and take in the playground/field equipment, Time Out and Friendship Stops when necessary.
   - Actively encourage children to play games. **ALL MDSAs are to circulate at all times.**
   - Use Time Out Stop (EYFS & KS1) when necessary (maximum of 5 minutes) using the school’s behaviour systems.
   - Monitors to check Friendship Stop.
   - Good manners to be used at all times.
   - Please make sure school gate is monitored at all times.
   - When the field is dry enough to play on all MDSAs are to patrol the field, reminding children to keep to the centre of the field with football etc.
   - **ALL CHILDREN** are to ask permission to go to the toilet. (Safety).
   - Only 1 member of staff in the medical room unless a sensitive situation that requires 2 staff.
   - Children who behave well and follow our Golden Rules are rewarded with Golden Tickets and stickers.

**Disciplinary Procedures**

**Rewards and incentives for good behaviour**
Our behaviour system is based on children being able to make good choices. We encourage our children to reflect on the way they behave by modelling and celebrating those children who make the right choices.
and by discretely addressing children who make the wrong choices. We guide children into making the right choice at the time and in the future. We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place. All staff praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes. In addition to this, there are whole school procedures.

**The Traffic Light System**

All children are on green. If they remain on green all week they will receive a good to be green sticker at the end of the week, to recognise children who always make the right choice.

The traffic light system should be integrated with the community jar, celebration assembly and house point system.

- This is to be used to positively reinforce expected behaviours, enabling children to receive silver and gold awards for outstanding contributions to class and individual learning and behaviour. If a child receives a gold award, they visit the Headteacher/Assistant Headteacher who completes a certificate and a text message is sent as a prompt for parents. *(Please see also sanctions for the traffic light system).*

- **If children behave or work in a way that the teacher wants to reward individually, they can put a ball in the jar, and will receive a silver or gold award. If the award is for a group or class, they put a ball in the jar and can each receive a house point, but don’t receive a silver or gold award.**

- Any child can receive a silver or gold award, even if they have been on flashing green, amber or red. The school believes that behaviours are stand alone and do not believe in continuing to sanction a behaviour by withholding rewards.

**The Whole School & Class Community Jar**

- The children have a jar for their class which they help to fill. The jar contains different sized balls; large ones for whole class reward, medium sized ones for group rewards and small ones for individual recognition and should be integrated with the silver and gold traffic light system and the lunchtime system. When the jar is filled the class, with their class teacher, will decide how they want to celebrate their achievement.

**House points**

- All children are allocated a house and can earn points for their house throughout the school day.
- The points are collected and the winning house announced weekly in assembly and appropriate rewards are awarded, e.g. extra play!
- Any reward or sticker given can also have a house point.

**Celebrations Assembly**

- Celebration awards are teacher nominated.
- Celebration assemblies are held when selected children receive special certificates for good work or behaviour. Parents are invited to join this celebration.
- Celebration assembly is a time celebrate other achievements and to foster positive relationships and attitudes.
All children will be rewarded during the school year in Celebration assembly.

**Recognition and approval across the school may include:**
- Verbal encouragement
- Smiles
- Tone of voice
- Recognition of achievement in assemblies
- Photos displayed
- Praise
- Positive written comments on work *(see marking policy)*
- Public display of work
- Adult/peer group attention
- Positive feedback to parents
- Golden Time – If children keep the Golden Rules all week they can have 30 minutes of Golden Time on Friday afternoon

If, at times, children do make the wrong choices and behave inappropriately, it is at this stage that the sanctions within the school’s behaviour policy come into effect.

**Sanctions**

The aims of our sanctions are:
- To provide a clearly defined disciplinary procedure with progressive sanctions for children who are unable to make the right choices.
- The sanctions are not a punishment, but a way of teaching our young children that they are in control of their behaviour through the choices they make and that every choice has a consequence, whether positive or negative.
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.
- To enable clarity of the procedure, which is clearly understood by all members of the school community.
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff.
- At all times the behaviour is criticised and not the child.
- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child.
- To involve parents as partners in tackling undesirable behaviour in children.
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole.

Sanctions are through a staged approach. In EYFS & KS1 we employ the “Traffic Lights” system. This approach leads from withdrawal of privileges, to referral to the Assistant Head, the Deputy Head and then the Head, letters to parents, involvement in outside agencies and ultimately exclusion. As with all sanctions and rewards the staged approach is not rigid, but flexible. We aim to communicate fully with our parents, but in order to help children learn from their mistakes parents may not be contacted in the first
instance. Each incident should be judged by the staff involved and, if necessary, in consultation with others and a decision made on this basis.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may prove ineffective. In such instances a more detailed evaluation of the pupil's needs is made and as a result an Individual Behaviour Plan (IBP) will be established to help the child manage their behaviour. The SENCO or Learning Mentor may be involved and specialist help may be sought. Parents are involved at all stages of the process.

A log is kept of behaviours so that it can help to build a picture of pupil needs in the school.

**If the incident occurs at lunchtime and is dealt with by MDSA**

- The MDSA informs the child’s class teacher of any serious or repeated incidents.
- The class teacher will follow up the incident and if it is deemed serious will decide upon appropriate sanctions.
- The class teacher will inform the MDSA of the outcome/sanctions imposed.
- It may be deemed appropriate to follow up some incidents with verbal warnings, constructive discussion, circle time etc.

**Management of individuals who continually challenge**

When individual children present continually challenging behaviour, class teachers should consult with the SENCO and the Headteacher.

The SENCO should be consulted when it is clear that a child is not making progress in some of the areas identified below:

- Self - withdrawn, poor self-image, unable to accept responsibility, frustration, early signs of disaffection, over anxious, self-injurious, impulsive, unhappiness and stress.
- Peers – co-operation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict.
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational.
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work.
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move.
- Social setting – participation, solitary, difficulty making friends, resolving conflict, provokes conflict, leaving playground/premises without permission.

**Lunchtime exclusions**

Some serious and persistent behaviour may result in a child being excluded from the school premises at lunchtime. This sanction is only carried out following lengthy consideration and discussion with the headteacher, SENCO, class teacher and other adults involved.
**Fixed Term and Permanent Exclusions**

The headteacher can exclude a pupil on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. A fixed period exclusion does not have to be a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

For more detailed information see the document ‘*Exclusions from maintained schools, academies and pupil referral units in England*’.

**Bullying**

Bullying in any form is regarded as unacceptable behaviour and is not tolerated. Pupils are taught this through assemblies, PSHCE lessons, circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that “telling” can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children are reminded that all the adults in school treat disclosures seriously.

For the school’s full policy and procedures on bullying, please read the *Anti-bullying Policy*.

**Recording, reporting and referring behaviour**

The Headteacher and SENCO must report regularly to the governing body the behaviour in the school. This is carried out through the Headteacher’s Report to Governors. This enables them to monitor the impact and effectiveness of the policy.

The behaviour recording and reporting must also be an aid to the class teacher and other staff working with the children to help identify and clarify the needs of the children they are working with. With regard to their behaviour, records should be used as part of the evidence of concern to identify children with Behaviour, Emotional and Social Special Educational Needs and Disabilities. When this is required, this evidence must be used to refer children for behaviour support, both in school and when referred to outside agencies.

**Supply Teachers and Volunteers**

Supply teachers and volunteers will be expected to uphold our behaviour policy as a member of our school community. Supply teachers will be informed of our behaviour policy through a short introduction from our staff handbook.
Appendix A

Disciplinary Sanction Systems

<table>
<thead>
<tr>
<th>Level 1 Low level behaviour</th>
<th>Behaviour</th>
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<tbody>
<tr>
<td>A staged response</td>
<td>EYFS &amp; KS1</td>
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<tr>
<td></td>
<td>TRAFFIC LIGHTS</td>
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<td></td>
<td><em>This is a fluid system where children can move forwards and backwards. This system when used to sanction children should be implemented discreetly and should not be used to publically sanction a child.</em></td>
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<td><strong>Green</strong> – (everyone starts here).</td>
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<td>Verbal discussion takes place at this point and centres around choice. It is used as a teaching point to guide children.</td>
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<td><strong>Flashing Green</strong> (This is a warning and the child is reminded of the golden rules and the expectation of their behaviour).</td>
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<td><strong>Amber</strong> (The child receives a further reminder and warning).</td>
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<td><strong>Red EYFS &amp; Year 1</strong> to give an immediate sanction; children miss afternoon play. 3 minutes for Amber, 5 minutes for red. They sit on the Time Out Stop with a timer to remind them. If the behaviour takes place on a Friday, they will miss some Golden Time. In <strong>Year 2</strong> they miss Golden Times at the end of the week. The same timings as EYFS and Year 1 apply.</td>
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<td></td>
<td>Depending on the incident the children may go to their partner class for time out.</td>
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<td>Parents will be informed by the class teacher/TA if their child reaches Red.</td>
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<td></td>
<td><strong>Children who have been on red go back to flashing green. Amber returns to green.</strong> All children return to Green the next day for a fresh start.</td>
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<td>If children demonstrate fantastic behaviour and or learning they may move onto Silver or Gold and this behaviour will be recognised. (See also Rewards).</td>
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<tr>
<th>Level 1 behaviours (this list is not exhaustive)</th>
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<tbody>
<tr>
<td>Any of the non-negotiables – disrespectful behaviours i.e. but, having the last word, answering back, challenges to adults. They also include:</td>
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<tr>
<td>1 Calling out/shouting</td>
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<td>2 Tantrums</td>
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<td>3 Inappropriate noises</td>
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</table>

**Level 2**  
**More serious behaviour**

**EYFS & KS1**

The staged traffic light system is not appropriate for Level 2+ behaviours and would be considered ‘Red’. Although evidence from it can be used to assess a child’s triggers and needs and therefore to help meet their needs through intervention etc. Children should not be consistently displaying Level 2 behaviours without the intervention of the SMT. It is the class teacher’s responsibility to highlight and actively see support for bring Level 2 behaviours back to behaviours within the norm. Class teacher refers incident to year Group Leader, Assistant Head/Deputy who meet child/children involved and ensures thorough investigation takes place.

Discussion takes place with child to ensure he/she understands the seriousness of his/her behaviour. Where appropriate this may involve SLT acting as a mediator between children to help both parties to understand, it has been taken seriously and to help the victim(s) express how they feel in a safe and controlled environment.

A record of this discussion is kept.

Sanctions may include:
- Time out in another room
- Miss 5 mons break
- Miss up to 15 mins lunch break
- Parents informed.

**Level 2 behaviours** *(this list is not exhaustive)*

- Consistent and repeated L1 behaviour
- Swearing at pupils and staff
- Answering back
- Throwing and abusing equipment
- Stealing
- Bossy in a threatening way
- Refusal and non-compliance
- Fighting, (hitting), kicking, biting
- Exposure and sexual behaviours with intent to upset or distress.
## Level 3

Children should not be consistently displaying Level 3 behaviours without the intervention of SMT. If a child displays these behaviours their parents/carers will be informed and a meeting held to establish how we can work in partnership to bring the behaviours back to within the norm. A record will be kept of any such meeting.

Consistent and repeated L2 behaviours:
- Bullying – verbal and physical
- Racism/language used with intent to offend
- Bringing in a weapon with intent to harm
- Intentional injury to another child or adult
- Repeated aggressive play
- Running off.

## Exclusion behaviour

<table>
<thead>
<tr>
<th>Headteacher</th>
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<tbody>
<tr>
<td>The exclusion of a child should be implemented as a last resort, when the safety and/or education of the child or their peers is put at risk as a result of the behaviour of an individual. This could be for persistent behaviours displayed over a period of time to which there is no attempt to improve or for one off incidents. The decision to exclude will never be taken lightly and the class teacher, the parents and the Chair of Governors will be fully informed.</td>
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</table>

- Meeting with child
- Meeting with parents
- Behaviour card
- Behaviour plan
- Lunchtime exclusions
- Outside agencies support
- Pastoral Support Plan
- Exclusion (fixed term/permanent)

For more detailed information see the document *Exclusions from maintained schools, academies and pupil referral units in England*. 