

# **LANGFORD PRIMARY SCHOOL**

## **POSITIVE BEHAVIOUR FOR LEARNING POLICY**

## CONTENTS

1. Introduction
2. Aims and Objectives
3. Code of Conduct
4. Recognition of Good Behaviour
5. Consequences of Negative Behaviour

### *Positive Behaviour for Learning*

#### *Introduction*

***Langford Primary is an innovative, community school committed to excellence; where everyone is valued as unique individuals.***

***Langford aspires to provide equal opportunities for all pupils to develop their full intellectual, aesthetic, emotional, spiritual, physical and moral potential.***

***Langford provides a structured and challenging education, within a supportive and positive environment, which enables all pupils to develop into responsible, independent, young people with integrity; ready to take their place confidently in a rapidly changing world.***

***At Langford Primary all pupils have the same entitlement to a first class education.***

This mission statement states clearly that here at Langford we aim to develop the potential of all our pupils. This requires a clear policy in which we define our terms and agree our expectations for the pupils.

If we seek to develop the young person so that they become 'responsible, young people with integrity' then we must be clear about the values that the school seeks to impart. The ethos of a school is the embodiment of its values and it is important that these are stated and agreed.

If we wish to send out our pupils as caring young people, who understand their place in the wider world, then all the adults within the school community must adhere to the school policy. It is the responsibility of the adults to develop, nurture and maintain this caring attitude amongst the children, both by example and by teaching.

## **Aims and Objectives**

### **Aims**

- To provide a behavioural framework that encourages children to develop self-confidence, self-discipline and personal integrity.
- To provide a clear, effective and consistent expectations of good behaviour to all school members.
- To establish a positive and supportive atmosphere in which this could be achieved.
- To ensure that pupils learn to take responsibility for their own behaviour.
- To establish a school environment where pupils feel secure and confident, at all times and in all school areas.
- To teach pupils to reflect on the consequences of their behaviour.
- To establish continuity in behavioural expectations by staff, pupils and parents through effective channels of communication.
- To encourage pupils to celebrate and emulate the exemplary behaviour of their peers.

### **Objectives**

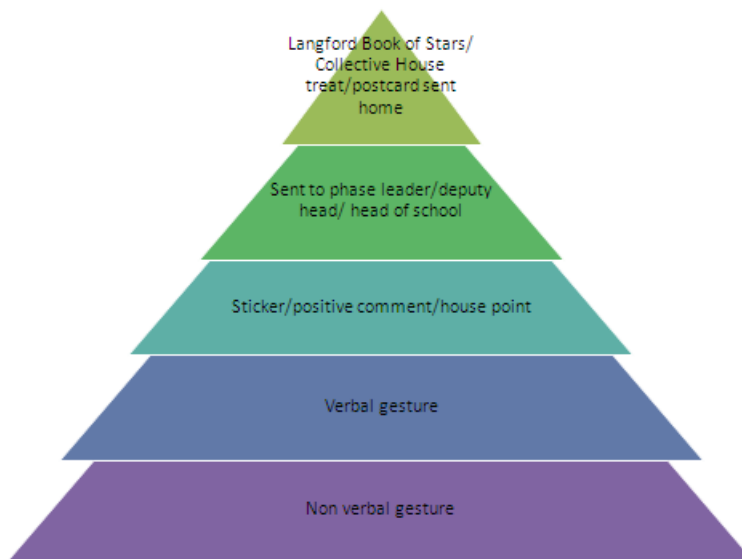
- By providing pupils with quality first teaching
- By providing clear expectations of personal and social behaviour through the agreed Code of Conduct, this is shared with Hurlingham and Chelsea Secondary School.
- By providing varied opportunities for the reinforcement of good behaviour on an individual basis and a communal basis. We have a House Point system – all pupils from reception to Year 6 are allocated to be part of a house. House points are collected on a weekly basis and the first team to earn 500 points gets to choose from the agreed house point treats menu. House names and treats were chosen by the school council in the Autumn Term 2012.
- By establishing a clear and consistent system for the recognition of good behaviour.
- By establishing clear and consistent consequences for unacceptable behaviour.
- By providing strategies and support for pupils that will enable them to modify their own behaviour.
- By maintaining regular channels for monitoring behaviour, with the support of the Head of School, the Deputy Head teacher and the Phase Leaders.
- By taking every opportunity to encourage pupils to reflect on their behaviour, within the context of the school Code of Conduct and to take responsibility for their actions.

## Code of Conduct

1. Treat everyone in our community with respect.
2. Wear correct uniform.
3. Attend school and lessons on time.
4. Work hard and do your best.
5. Avoid behaviour that stops yourself or others learning.
6. Treat the building and equipment with care.
7. Keep hands and feet to yourself.
8. Listen and respond positively to staff.

It is important that all members of the school community live by the values and aspirations of the Federation.

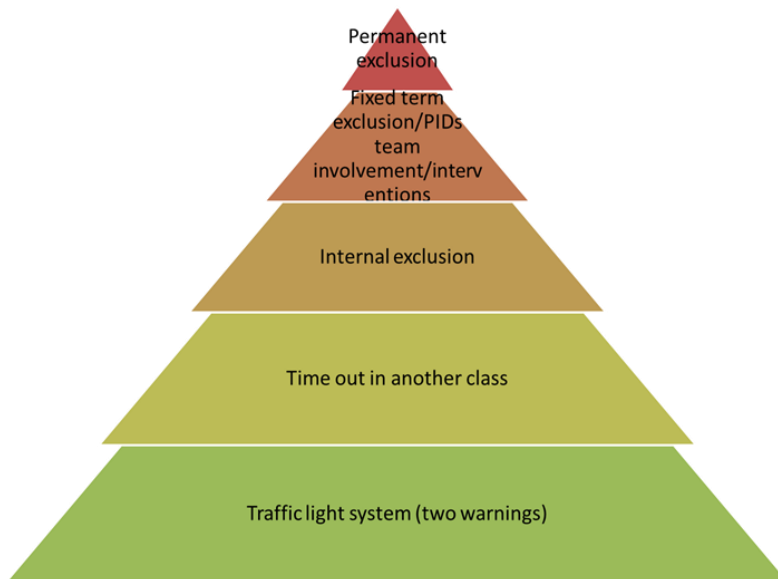
## Recognition of Good Behaviour



- Positive reinforcement (verbal and non-verbal) – praise, acknowledgement or a thank you with a warm smile – is offered verbally to pupils, by members of staff and adults within the school community as recognition of good behaviour. ***Do not forget the power of your smile.***
- Stickers and written positive comments are either given to pupils to wear or put into their exercise books.
- House points are also given to pupils for good behavior and recognition of effort.
- Pupils are sent for additional reinforcement to a senior member of staff; the Phase Leaders, Deputy Head teacher or Head of School.

- Parents are informed if a pupil has shown good/improved behavior or learning, verbally in person, by phone/text or by letter/note home.
- Every week Adults nominate children in the **'Book of Stars'** for improvements in behavior and progress and this achievement is recognised on a Friday assembly and on the Wall of Stars by the main office. They also receive a Head teacher's sticker.

### Consequences of Negative Behaviour



To enable children to become self-disciplined they need to understand the consequences for the infringement of the Code of Conduct or negative behaviour. It is the responsibility of the class teacher as well as other members of the school community to ensure that consequences are given for negative behaviour. However, it is essential that it follows a clear set of procedures and that we are consistent in our use of language.

In every classroom there is a traffic light smiley face display with the pupils' names laminated and blue tacked onto them. Every morning pupils start on the green smiley face. As pupils receive verbal warnings, their name moves down the traffic lights – to amber and ultimately onto the red face. If the child continues to disrupt the learning of the class or behaves inappropriately for the 3<sup>rd</sup> time then they are sent to another class with their learning. At this point the behavior is recorded on the SIMS behavior management programme.

Some behaviours are so inappropriate that they are fast tracked to being given 'time out' in another class and again the SIMS behavior module should be used to record their misdemeanor immediately. Parents are notified at this time.

The SIMS management system helps us log incidents and track pupil behavior. If a child has 3 incidents logged the parents will be called in the meet with the Class Teacher and a member of the Leadership Team, again parents are notified at this time.

Poor behavior at playtimes will sometimes warrant pupils to join 'Indoor Play'. This is an adult-led small group demonstrating to pupils how to play appropriately and develop skills in co-operation.

Extremely poor behaviour or continual poor behaviour will sometimes warrant an internal exclusion or fixed term exclusion.

Persistent offenders, or a child that causes serious concern, will be referred to the Primary Inclusion Development Service (PIDS) accordingly with the view to establishing ongoing support in school and / or other measures to be considered. Appropriate interventions are also implemented by the school in an attempt to improve their behaviours e.g. nurture groups, massage therapy, or anger management courses.

In rare cases children may have to work with the Youth Offending Team and the Community Police on issues surrounding anti-social behaviour and how to become more responsible.

We will only permanently exclude pupils as a very last resort.

There may be times when a pupil needs to be restrained under the terms and conditions set out in the Education Act of 1997. Please see our Positive Handling policy. Again, this is used as a last resort to maintain the safety of the pupil concerned or others.