



Lote Tree Primary School

BEHAVIOUR POLICY

Rationale

At Lote Tree Primary School we wish to create an environment in the school which encourages and reinforces good behaviour. Effective teaching and good behaviour go hand in hand. As Muslims we wish to develop our pupils in the academic field and help them in becoming good citizens in the wider community.

Aims:

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The school's entire ethos is underpinned with RESPECT.



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Our teachers, students, helpers and parents all know of our RESPECT values. Respect forms an acronym for our seven core values.

Respect- respecting everyone, our environment, our neighbours, our friends, peers and ourselves

Excellence- in all that we do. In our character. In dealing with other people. In our work

Sincerity- always checking our intention is good and doing things for the right reason. Honesty in all that we do

Patience- With everyone, peers, teachers, learning.

Equality- giving everyone equal respect. Respecting everyone's beliefs. Valuing our fellow citizens.

Charity- kindness to all. Giving up something for others. Helping those less fortunate to ourselves and helping those in need

Teamwork- working together

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of



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pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, all have a bearing on the way children behave. Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

- They should be kept to a necessary minimum.
- They should be positively stated, telling the children what to do rather than what not to do.
- Everyone involved should be actively encouraged to take part in their development.
- They should have a clear rationale, made explicit to all.
- They should be consistently applied and enforced.
- They should promote the idea that every member of the school community has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.



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The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

We believe that positive behaviour should be promoted and we do this in the following ways:

- RESPECT points
- Invite to Headteacher's party
- Positive verbal praise
- Certificates for good work and good behaviour
- Headteacher's certificates
- Stickers
- Attendance awards
- Celebration Assemblies - Every Friday
- Annual Prize Giving assembly
- Promoting and recognising good manners
- End of year certificates and medals
- "Golden Time"
- Stamps
- Stars/Star charts
- Progress charts for those experiencing behaviour difficulties
- Class certificates
- Best listener
- Classroom rules
- Verbal praise
- Star of the week certificate
- Raffle tickets for lunchtimes
- Leadership time as rewards
- Responsibilities eg. School council, prefects, Head Boy /Girl
- Charts for individual targets eg. football charts, headteacher's awards
- One-to-one discussions
- Praise to parents
- Parents' evenings
- Responsibilities
- Stars/stickers
- Mentor's role
- Home/school liaison
- Good work certificates



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- Positive praise for work, behaviour and good manners
- Special mention
- Sending children to the Headteacher/Other teachers for praise

For full details of the school reward structure please see appendix 1

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Identifying the behaviour which is not acceptable.

- Reminder: Making the child aware of the school or class rule being broken.
- Time out within the classroom if the behaviour persists.
- Time out in a "partner" classroom if poor behaviour continues.
- Referral to Head /Deputy if behaviour continues to be poor.

Should a pupil reach the red section of the traffic light system the Headteacher/Deputy will issue a red card. A red card will also be issued under the following circumstances:

- Intentional violence to another child
- Repeated refusal to follow directions
- Violence towards a member of staff
- Inability to control yourself
- Wilful damage to school property

The school aims to encourage pupils to take responsibility for their own behaviour and attempt to reflect on fixing and adapting behaviour patterns. Pupils will have set meetings



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with an SLT and their class teacher to discuss and resolve any issues. They will be encouraged to fill in a reflection sheet with discussion to support their thoughts and feelings.

See Appendix 2

Very rarely, fixed term exclusion will be considered if an incident is sufficiently serious or if poor behaviour continues after parents have been brought into school and support has been given by SLT. Should a child receive a fixed term exclusion parents will be asked to come to school and they will be informed about the incident triggering the exclusion. A letter detailing the exclusion will be given to the parent by the Headteacher and work will be given for the pupil to complete during an exclusion of less than 5 days.

On the agreed date of return parents will be asked to accompany the pupil to school and an appropriate behaviour contract will be drawn up and will be signed by the pupil, parent and Headteacher. This will identify the specific behaviours the child must agree to avoid and will identify strategies the child must employ to reduce the likelihood of receiving another exclusion.

In some cases an Individual Behaviour Plan (appendix 3) can help teach the pupil to behave responsibly, and includes:

- The specific behaviours expected of the pupil.
- Meaningful consequences to be imposed if the pupil does not choose to engage in the appropriate behaviour.
- Meaningful positive recognition to be given when the pupil does behave appropriately.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. This may, in exceptional circumstances, include strategies agreed to apply appropriate restraint strategies to remove the child from a potentially dangerous situation.

Such strategies will be negotiated and agreed with parents who will be asked to formally agree and sign the plan for their individual child.



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Should restraint strategies be used they will be applied by suitably trained staff and all such incidents will be recorded and shared with parents.

For full details of the school sanctions structure please see appendix 2

Communication and parental partnership

Clear communication and a positive partnership with parents is important in promoting and maintaining high standards of behaviour. We aim to keep parents informed as at the various stages given above and through one to one meetings.

Safe Handling of Pupils

Staff are to treat children with care and respect. They are to treat children in a kind and gentle manner when handling them. A child should never be forced or restrained, unless the child is causing harm to another child or adult.

Forms of Reasonable Force When other behaviour management strategies have failed - it should be the minimum intervention or force that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that preserves the dignity and respect of all concerned. The use of reasonable force/ safe handling should involve a calm and measured approach at all times appropriate to the particular pupil and be in accordance with the schools agreed strategies and the following procedures:

- tell the pupil to stop the inappropriate behaviour;
- ask the pupil to behave appropriately, clearly stating the desired behaviour;
- tell the pupil that physical intervention will take place if inappropriate behaviour continues;
- during the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately;
- if the teacher, classroom assistant or supervisory assistant feels at risk, eg from a large or older group of pupils, send for the nearest staff support.

The forms of reasonable force the school will use will depend on the individual circumstances and include:

- separating pupils who are fighting, or who are about to fight;
- blocking a pupil's path;
- holding;
- breakaway techniques (eg when a member of staff is grabbed by a pupil);



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- leading a pupil by the arm;
- using restrictive holds as shown through Team Teach techniques

Training and Development All staff will have regular awareness raising of issues relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and child protection policy and procedures. All staff will receive appropriate training and development, in line with the school's staff development policy, in the use of preventative strategies and approaches for managing difficult situations when they may arise.

Guidance Schools need to consider or pay attention to their Code Of Conduct for Staff and the provision of post incident support for staff.

Health and Safety

When using reasonable force/physical intervention/restraint/safe handling, the pupil's health and safety must always be considered and monitored. Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

Guidance Staff working with the younger children (Reception/ Year 1) will be involved in activities that require safe handling on a regular basis for educational, therapeutic, health and safety purposes.

We do aim to encourage staff to feel secure so that we are:

- teaching a child to hold an adults arm appropriately whilst walking down a corridor or a staircase; or on a visit outside school;
- reacting instinctively to a situation by holding or restraining a child who is running onto a busy road;
- physically prompting a young child as part of an educational or behaviour programme
- assisting a child with toileting.

BEHAVIOUR AND DISCIPLINE POLICY

Appendix 1 Rewards Structure primary- traffic lights, respect points

Appendix 2 Behaviour reflection and questionnaire

Appendix 3 Behaviour Plan



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Appendix 1

Traffic Light Reward System.

- 1) Everyone starts each lesson on green.
- 2) One verbal warning issued with a positive statement. For Key Stage1, two verbal warnings
(i.e. - 'that's not what you should be doing; I know you can do better. Next time I will have to move you to amber')
- 3) Having issued one verbal (2 for ks1) and the pupil continues to misbehave or ignore: **move the child to amber** - with another warning to say next time they will be moved to red and will miss 5 minutes of break.
- 4) Upon reaching a red the child now misses 5 minutes of the break, that immediately comes after the red has been issued.
This is known as **Red 1 (R1)**
If the red is received before dinner time or during the afternoon a slip must be filled in to inform the next teacher of this consequence.
Missing breaks must be carried out as this will reinforce the whole reward system.
- 5) If they continue this behaviour or breaking of class rules then the following happens:

Red 2 (R2): misses whole break
Red 3 (R3): misses whole lunch
Red 4 (R4): sent to another class (incident form)

If more than 3 R4s is given in any half term the child is put on report and parents called in.



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- 6) On the inside of every cupboard is a tracking sheet where pupils will be monitored. Anytime a **red** is issued it gets logged down at the end of every lesson. If a pupil receives a **R2** then just R2 is logged, if they have only received an **R1** then teacher will simply write (R1)
If pupils have received **no reds** then the space is left **blank**.

Pupils who have been issued with a **R3** (missing a whole lunch), will be **sent with a slip** to the year 7/8 class where there is a secondary teacher on duty. They will spend their lunch there.

Reward

- 7) If 25 greens are achieved a week the child gets a good behaviour slip to go home at the end of the week.
- 8) After collecting 5 good behaviour slips they get a prize and certificate.
- 9) This is the end of the year the pupil with the most green lights through the year will be acknowledged and congratulated with a special prize.

Teachers must fill in tracking sheets as this ensures consistency of the scheme and allows tracking of pupils behaviour, good or bad



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Name.....
Date.....



It's good to be green!!



Monday						
Tuesday						
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Student Behaviour Plan

Pupil name:	Date:	Class:
Key focus (issues) <ul style="list-style-type: none"> • • • 		Key Triggers (as identified by pupil)
Parental input		Key staff/helpers
Key Strategies (identified by teacher) <ol style="list-style-type: none"> 1. 2. 	Key strategies (identified by pupil) <ul style="list-style-type: none"> • • • 	
Outcome:		



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	Review date:
Review notes:	
Further Action:	