



## **Lindridge St Lawrence CE VA Primary School** **Positive Behaviour Policy 2023-24**

### **Policy statement**

Lindridge St Lawrence CE VA Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. This policy is designed to help staff to understand and practice our approach so that we can work together with parents in the best interest of the children. We have a consistent approach to behaviour across the school and make boundaries of acceptable behaviour clear to ensure safety of all children and adults.

At Lindridge St Lawrence CE VA Primary School, we want to make sure that children are happy. As a school we are committed to a positive approach towards all aspects of the children's learning and development.

### **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To focus on learner's positive behaviour rather than to give attention and importance to poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, patience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce high standards of behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **A consistent approach**

We recognise that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach comes from the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

### **All staff will...**

1. Meet and greet children at the door to welcome them into the classroom
2. Refer to '**Ready, Respectful, Safe**' as the three school rules
3. Plan lessons that engage, challenge and meet the needs of all learners, modelling positive behaviours and building purposeful supportive relationships
4. Use a visible recognition mechanism throughout school
5. Use a 'Recognition Board' in class to promote team work and a share responsibility for all learners engaging in the right choices
6. Be calm and give 'take up time' when going through the steps.
7. Use range of strategies to prevent negative behaviour before having to use a consequence
8. Follow up every time, retain ownership and engage in reflective dialogue with learners
9. Never ignore or walk past learners who are behaving badly

*Discovering life in all its fullness. John 10:10*

● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●



10. Give positive messages to parents about children's behaviour
11. Work closely with parents to plan appropriate behaviour support strategies for their child
12. Ensure that each lesson and day starts with a fresh start.

### **Recognition and rewards for effort**

Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. We also recognise and reward learners who go 'over and above' our standards.

Rewards include:

- *Use of recognition boards in classrooms – sharing whole class achievements*
- *Celebrating achievement in Achievers Assemblies*
- *Phone calls home to parents, positive comments on the door/gate, positive notes to parents*
- *Positive comments when marking children's work, or giving positive verbal feedback*
- *'Ready Respectful Safe' acknowledgements*
- *Sharing good work and good behaviour in Assembly and with other members of the school community*
- *Stickers*
- *Giving special responsibilities*

### **Managing behaviour in classrooms**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. We recognise that although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps will always be gone through with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour they want to see which has a positive impact on other children.

In the case of unwanted disruption in classes, behaviours are tackled discretely and following clear steps. All learners must be given 'take up time' in between steps.

### **Serious Behaviours**

At Lindridge St Lawrence CE VA we have a 'zero tolerance' approach to children who breach our positive behavioural expectations.

These are classed as serious breaches of our positive behaviour expectations

- Hurting (physical/ verbal) including Bullying
- Damaging (including behaviour where they are risking safety of themselves or others)
- Disruptive behaviour affecting the learning of themselves and others (including refusal to work/ co-operate)

When a child displays one of these behaviours, the head teacher could be involved. The child's consequence will depend on their action, and will take them out of the classroom/ off the playground for a period of time until they are felt to be 'ready, respectful or safe' to return. Parents will be informed.

There will also need to be time for reparation planned in before the child can return to class. (See flowchart)

Occasionally, for children who might not respond to the usual levels of consequence or whose behaviour is more extreme, an individual 'pastoral support plan' will be drawn up with parents to help the child to understand what is expected of them and to help the child to behave well. There is no place in our school for violence, harassment, bullying, vandalism, rudeness to adults or bad language. Tackling these behaviours will be done in partnership with parents because we find a strong home/school partnership is extremely beneficial for the child.

Extreme behaviours may lead to fixed term exclusion.

*Discovering life in all its fullness. John 10:10*  
● Heseed ● Hamdah ● Honesty ● Horizons ●



**\*\*\* Restorative approach:**

Restorative conversations at Lindridge St Lawrence CE VA Primary School are a core part of repairing damage to trust between staff and learners. Staff will choose from various questions when undertaking restorative work. *What's happened? What was each person thinking? Who feels harmed and why? What has each person thought since? What behaviours will each of us show next time?* Reaffirming their commitment to building a trusting relationship. Staff will take responsibility for leading conversations, the head teacher will support when requested.

Approved by head teacher

A handwritten signature in black ink, appearing to read 'Greenoughford'.

Date- **Tuesday 26th September 2023**

Approved by chair of governors

Date- **Tuesday 26th September 2023**

Last reviewed- 27<sup>th</sup> September 2022

Next review due- **26th September 2024**