



Langley Green Primary School

Behaviour Policy

Reviewed July 2021
Presented to staff and governors September 2021



Langley Green Primary School Behaviour Policy



PRINCIPLES

We expect **all** staff working at Langley Green Primary School to actively promote and continually model our five key principles in their everyday work no matter what their role in the school.

- Our five values, Working together, Friendship, Independence, Respect and Excellence are at the heart of our work.
- The high priority given to reading and love of literature is not a narrowing of the curriculum but the key to children's success in all subjects. In all lessons we expect to see a focus on reading.
- Vocabulary work is especially key for our pupils and is a major focus in all lessons supported by visual materials wherever possible. All staff play a key role in developing vocabulary. (See below*)
- Co-operative learning underpins work in every curriculum subject.
- We place high emphasis on oracy. All adults are expected to be an excellent role model and provide sentence stems for pupils. All pupils are expected to give answers in full sentences. (See below*)

*We strongly believe that all staff working in our school need to understand that the development of children's spoken language underpins all learning and everyone in school plays a crucial part in this.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added staff will build children's language effectively.

Our School Vision, Aims and Values

Vision - Working Together, Learning Together to achieve the best we can.

At Langley Green Primary School we aim for pupils to ...

Develop a love for lifelong learning

Become effective communicators

Be friendly, respect and work well with others

Develop as confident individuals ready for any challenge

Develop the skills and knowledge for the 21st Century

Our five values, Working together, Friendship, Independence, Respect and Excellence are at the heart of our work.

Our Golden Responsibilities

I will be gentle - (Linked Values - Respect/Friendship)

I will be kind and helpful - (Linked Value - Friendship)

I will work hard - (Linked Values - Working Together/Excellence/Independence)

I will look after things - (Linked Value - Respect)

I will listen to people - (Linked Value - Respect, Working Together)

I will be honest - (Linked Value - Respect)

INTRODUCTION

All members of Langley Green Primary School have a right to work in a calm, purposeful and safe environment.

Our behaviour policy enables teachers to teach, children to learn and all members of staff to carry out their duties within, and adhering to, the vision, ethos and aims of the school. It focuses on developing behaviours to support children's learning and ensures everybody is safe.

The behaviour policy is built around encouraging and nurturing the children to become independent learners. All children will be taught the skills, behaviours and attitudes they need to become confident learners that are able to successfully participate in independent and group activities. All staff will model excellent behaviours for learning.

There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in our school community.

Any racist incident must be reported immediately to the Headteacher.

PRINCIPLES

- The behaviour rewards and consequences laid out in this policy should be consistent throughout the school and **must** be followed by everyone.
- The behaviour policy extends to clubs and off site visits.
- High expectations of behaviour are expected from **all** pupils and staff.(Read in conjunction with the Code of Conduct for staff)

Our primary school approach is to praise children as much as possible and recognise and reward good behaviour.

Recognition through rewards

Award	Issued by	Description
Stickers / Stamps Comments 	All adults	All children will collect their stickers on achievement cards* Once the card is filled the child will take it to the head teacher who will issue an achievement certificate that will be awarded in assembly.
Cooperative Learning Team Points	All adults	Teams will be awarded points. All children will be part of a team for SFA, Maths and Curriculum. Points will be calculated weekly and the team of the week will be recognised.
Values Board	All adults and children can nominate members of the school for demonstrating any of our school values. There is a chart on the staffroom board for nominations. Names are recorded on SIMS by the office staff.	The person's name will be added to the values board and be celebrated in assembly. If children have been nominated 3 times for a specific value, they will receive a wristband and go on to the values superhero board.
School Bears 	Head or Deputies in Friday Assembly	Awarded to one class in the Lower School and one class in the Upper School for the best behaviour in Assembly that week.
Golden Ticket 	All staff	Issued to children for outstanding effort, achievement or behaviour. All tickets are entered into a half termly draw for a small prize.
Star of the week 	Class teacher	2 children from each class are named in our Friday Assembly and the child receives a Star of the Week sticker and certificate. Parents are invited to this assembly.
Golden time 	Class teacher	Each class will have Golden time for 20 minutes on Friday afternoon as recognition that they have maintained the golden responsibilities throughout the week. Golden time must not take place outside

<p>Golden Sun</p> 	<p>Class teacher Deputy Head - behaviour</p>	<p>Children can be moved to the golden sun and receive an extra privilege at teacher's discretion. The teacher will include in the weekly behaviour email the names of any children consistently demonstrating outstanding behaviour. They will receive an exemplary behaviour sticker and highlighted in the whole school assembly on a Tuesday.</p>
<p>Headteacher Awards</p> 	<p>Headteacher</p>	<p>Special note and sticker issued to children for various reasons as rewards for significant achievements and exemplary work. Class teachers can send children to the Headteacher when they deem it to be appropriate.</p>

Encouraging Good Behaviour around the school - Conduct behaviours

Every fortnight there will be a different conduct behaviour focus for around the school. The **conduct behaviour focus** will be displayed around the school, on the website and on the staffroom board.

Pre printed stickers to reward this behaviour will be made available to **all** staff. We expect all staff to highlight and reward children demonstrating these behaviours. Behaviours will be revisited at regular intervals. See Behaviour Focus Planner. **(Appendix 1)**

Classroom Management Signals

Each teaching area will display the Classroom Management Signals poster. These signals will be used in all classrooms and be consistent across the school. If pupils need to ask for the toilet during lesson time they will use the 'T' sign in a discrete manner. **(Appendix 2)**.

Cooperative Learning Standards

Children will be grouped into teams in all SFA, Maths and Curriculum lessons. They will be rewarded points for following the five cooperative Learning Behaviours (Active Listening, Help and Encourage Others, Explain your Ideas, Everyone Participates, Complete Tasks). All staff are responsible for encouraging children to follow the standards and rewarding points. All staff will display the team names and have the points displayed on the table using the correct points sheet (Yellow SFA, Blue Maths, Green Curriculum.)

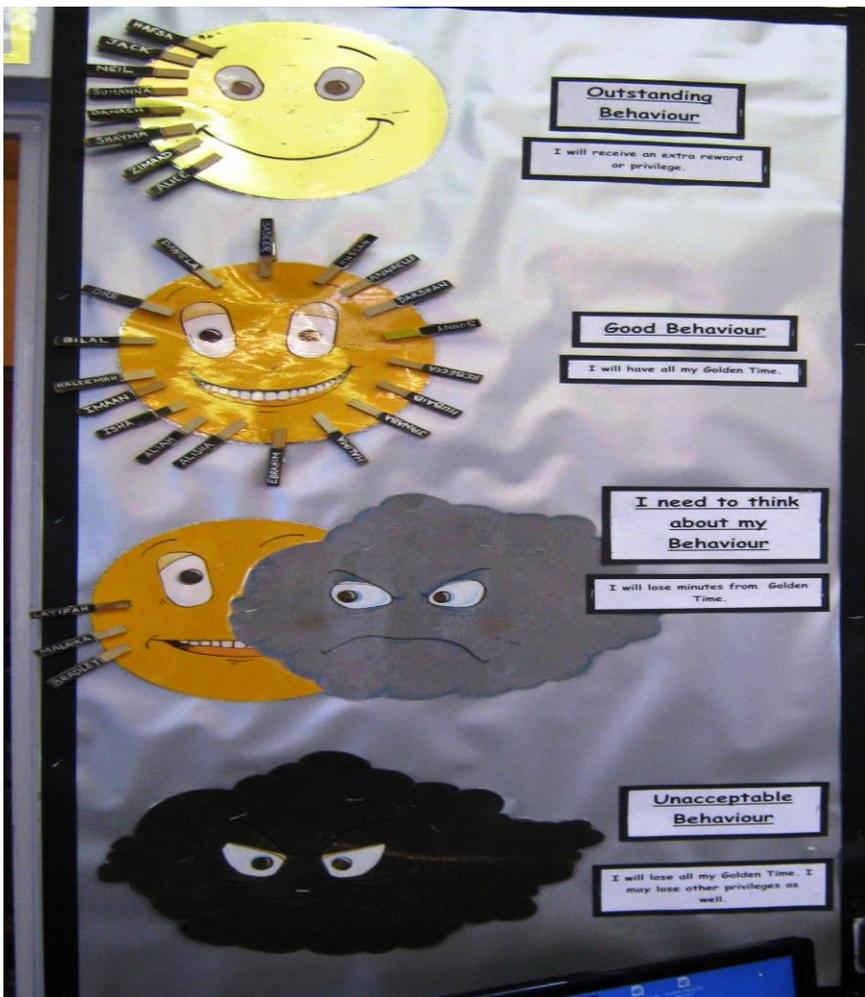
(Appendix 3)

The EYFS will award coloured balls in jars. (One jar for each behaviour.) 'Balls' can be awarded to individuals, pairs, groups or the whole class.

In Nursery the class will focus on one learning behaviour per half term and add a new behaviour each half term, building up to all five by the end of the academic year.

Behaviour Management Procedures

The Sun and Cloud system is used to promote positive behaviour for all children. The expectation is that all children start the week on the sun. Children's names should be moved up to the golden sun to reward positive behaviour and down as a consequence for unacceptable behaviour. Children should always receive a verbal warning before their peg is moved down.



Stage 1 The child is warned that they may have to move their peg and reminded of how they should be behaving. This can be visually displayed on the whiteboard using the unhappy face.

Stage 2 If a second reminder is given, the child's peg will be moved to the grey cloud. A third reminder and the child's peg is moved on to the black cloud. This will result in the child losing part of their golden time.

Stage 3 If the behaviour continues the child will lose all of their golden time.

UNACCEPTABLE BEHAVIOUR

The majority of unacceptable behaviour will be addressed through the sun and cloud system by the class teacher.

The names of any children on the black cloud at the end of the week must be included on the weekly behaviour email.

If any unacceptable behaviour occurs at any time during the school day which cannot be dealt with by the class teacher the Deputy Head for behaviour should be called for and will respond accordingly.

If deemed appropriate, a child may be placed on a Behaviour Chart or Plan or Report Card. This course of action will be decided by the DHT for behaviour and parents will be informed.

The names of any children on Behaviour Charts will be displayed in the staff room so that all adults in the school can support this.

Individual Behaviour Plans will be drawn up for pupils who persist in displaying unacceptable behaviour and specific support and/or rewards may be used to support the improvement of their behaviour.

TEAM TEACH - Positive handling

De-escalation and a positive approach to managing behaviour is our primary strategy. Although it is every adult's duty to ensure the safety of the children in their care, physical intervention is not expected unless a child is at risk of hurting themselves or others.

(See Code of Conduct/ Positive Handling Policy and Use of reasonable force in schools (Updated 2019))

We have a number of Team Teach trained staff to support if required.

Names of all Team Teach trained staff are displayed around the school. **(Appendix 4)**

EXCLUSION OF PUPILS

Exclusion of pupils may be required in extreme cases or as a last resort. Exclusions may be of a fixed term or a permanent duration.

The power to exclude a child can only be exercised by the Head Teacher, who will follow LA and Government guidance.

MONITORING AND EVALUATION

- All records concerning bullying, racist incidents, violent incidents, questionnaires, internal monitoring, relevant sections of OfSTED reports and staff training will inform the evaluation process.
- Regular monitoring of incidents on SIMS will take place and necessary actions taken.
- Pupil's behaviour will be monitored through SIMS and reviewed termly. Governors receive summary information on a termly basis.
- This policy will be evaluated and reviewed annually by senior staff.

Staff should also refer to the Equalities Policy.

Appendix 1 - Conduct Behaviour Focus

Each conduct behaviour will be the focus for 2 consecutive weeks. However it does not mean that other aspects of learning or conduct should be ignored. Please continue to praise these at all times.

ALL school staff are expected to reward this behaviour. Stickers are available in the staffroom.

	Conduct Behaviour
Week 1 and 2	Walking quietly around the school
Week 3 and 4	Walking on the left
Week 5 and 6	Holding doors open for each other
Week 7 and 8	Picking up coats/rubbish without being asked
Week 9 and 10	Using polite language - Saying please, thank you and excuse me.

e.g.



Classroom Management Signals



Stop Signal



Active Listening



Thumbs on Chest



My Turn - Your Turn



1-2-3 Move



Cheers



Toilet

Co-operative Learning Points

Team Name _____

Date _____

	<u>Practise</u> Active Listening 	Help and Encourage Each Other 	Everyone Participates 	Explain Your Ideas and Tell Why 	Complete Tasks 	Total
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

Appendix 4

Team Teach Trained Staff



Mrs Ahmed
Mrs Anscombe
Mrs Ashby
Miss Aslam
Miss Brookson
Mrs Collins
Miss Commins
Mrs Hayward
Mrs Hobbs
Mrs Jeyathilak
Mrs Kelly
Miss Lewis
Mrs Luckhurst
Mrs Padfield
Mrs Sarwar
Mrs Stocker
Mrs Wallis

