

LANGLEY SCHOOL

Behaviour Policy

Aims

- To encourage all children to develop a sense of responsibility for their own behaviour.
- To develop mutual respect between all members of the school community.
- To enjoy being part of the school and thrive within it.

Principles

Children learn best when they are well behaved and understand the reasons for behaving appropriately.

The school can have a positive effect on the way children behave.

Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community and are aware of the importance of self-discipline.

“Enhancing the self esteem of children is now acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour within the classroom”. Working towards a whole school policy on self-esteem and Positive Behaviour – Jenny Moseley 2001.

School Rules

1. Work hard and let others work hard
2. Do what grown ups say
3. Look after our school and everyone in the school

The role of the school

- To offer a safe, secure environment where everyone feels valued and well cared for.
- The school has weekly assemblies that celebrate the good behaviour and the high standards of work the children have achieved.
- Lessons are planned to provide tasks that are suited to the ability of the individual child.
- The work the children produce is valued and displayed to reflect the high standards achieved.
- The atmosphere and ethos is calm and friendly so that everyone feels welcome.
- Classrooms are furnished with appropriate equipment that suit the needs of the child.
- We positively address the issues of race, religion, gender and disability in all aspects of school life. We recognise that staff attitudes are seen as an appropriate role model.
- Parents are informed about their child's behaviour as appropriate.

The role of Pastoral Support

The Green Room was established to support children and their families in managing behaviour at home and in school, providing consistency across the board. Pastoral Support acknowledges challenging and positive behaviour, using a range of strategies to address both. This includes working with a range of external support agencies. Records on behaviour throughout the school are held in Pastoral Support; these are used to monitor incidents and provide information on patterns of behaviour. Ongoing support is provided for class teams where appropriate. This can involve working with other children in the class or enabling an identified child to have time out.

The role of the staff

All staff accept responsibility for all the children in the school.

- All staff actively praise and encourage good behaviour throughout the school day, using positive strategies.
- Consultation meetings about particular children take place as often as is considered necessary to agree strategies for supporting pupils with problems.
- All staff are aware of the example they set for the children and aim to be a good role model.
- Staff lead the children through a variety of Circle Time activities that are designed to enhance self esteem and self confidence.
- Staff encourage the children to learn and share sociable playground games.
- All staff give rewards, stickers and positive comments to reinforce desirable attitudes and behaviour.
- Sometimes it is necessary to support colleagues by including children from other classes for a specified time.

The role of the children

The children are encouraged to become caring responsible people.

- Children are encouraged to take responsibility for their actions and learn strategies for dealing with their behaviour, speaking to adults as and when appropriate.
- Children have opportunities throughout the day to learn to respect each other's differences, take turns and share points of view.

The role of parents/carers

Parents/carers are encouraged to share any concerns about children's behaviour with the staff.

Where there are concerns parents are informed regularly and agreed strategies are introduced to give the child consistent guidelines at home and school. These are reviewed as often as considered necessary. Behaviour management strategies are often put together in collaboration with parents and it is expected that they will support the school in the delivery of these.

Home School Agreement

In line with government requirements parents, carers, teachers and governors have worked together to produce a Home/School Agreement (Appendix A). This agreement is sent to all parents/carers with an invitation to sign to show a commitment towards working in partnership with Langley School.

Playtimes

At least one teacher and three teaching assistants are on duty during whole school playtimes. A variety of activities are made available and children are expected to show consideration for others. At the end of play children line up, ready to be collected by their class team.

Children who do not play appropriately may be asked to walk around with the staff on duty or miss playtime for a period of time. They are always reminded of what is appropriate behaviour. In some circumstances, when there is a recurring problem of bad behaviour, appropriate support will be given.

Incidents

Incidents are discussed with all children involved until acceptable behaviour is recognised. These are recorded as soon as possible after the event on incident forms which are held in the Green Room or on the school online behaviour tool, Progresso.

Dangerous or violent behaviour is reported to the SLT.

Incidents that cause concern are discussed with parents when appropriate.

Rewards

Rewards are based on knowledge of individual children and their special needs. They relate to personal effort and achievement and may include:

- Stickers and stamps
- Immediate verbal praise
- Traffic lights (including moving name onto the star)
- Special mention in celebration assembly
- Giving house points
- Special jobs/events
- Golden time for the group
- Wow Board

Sanctions

So that we can deal with the behaviour effectively we should try to understand the reasons for the behaviour. Sanctions exist to protect individuals from unacceptable behaviour including bullying, violence, harassment and rudeness to others.

Depending on the behaviour, the context and resulting outcome, sanctions may include:

- a verbal rebuke
- removal from the situation
- discussion with parents/carers

- moving name to amber or red on traffic lights system
- thinking time

In the case of inappropriate behaviour, Pastoral Support may become involved, engaging outside agencies as appropriate.

As a last resort the child may be excluded from school on a temporary or permanent basis.

Exclusion

Although Langley is a special school and each of its pupils has an EHCP, a very serious incident may result in the Head Teacher excluding a pupil. The LA suggests that Head Teachers and governors should use exclusion:

- In response to serious breaches of a school's disciplinary policy and after a range of alternative strategies has been tried and seen to fail, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

The headteacher will endeavour to make immediate contact by telephone with parents or carers should an exclusion be instigated.

Positive intervention

We recognise that there are times when the use of positive intervention is appropriate and that it should be used in a way that maintains the safety and dignity of all concerned.

All staff are trained in Team Teach techniques. They are familiar with and adhere to the "Policy for the Use of Restrictive Physical Intervention".

Circle Time

The use of Circle Time helps to encourage the children to think about strategies that will improve behaviour and develop responsibility.

At Langley all classes take part in Circle Time at appropriate times. We recognise that through Circle Time activities the children may achieve greater self confidence and belief in their strengths and abilities. This, in turn leads to enhanced self esteem and responsibility for their behaviour and learning.

Barriers to Learning

Some members of staff have received specialist training including the skills of mediating, counselling, mentoring and Circle Time. They work with identified individuals or groups to address their barriers. This helps to raise their self esteem to enable them to develop coping strategies.

Lunchtimes

Lunchtime supervisors are valued members of staff. They follow similar strategies for managing behaviour during lunchtime play using incentives and sanctions which are established within the ethos of the school. The children are provided with a range of games and activity choices during lunchtimes, which are monitored by the senior lunchtime supervisor.

Bullying and harassment

Langley School offers a supportive community where bullying and harassment are actively discouraged.

Bullying can take many forms, but the three main types are verbal, physical and emotional. Young children and adults can be bullies.

There is a difference between bullying-like behaviour in a one-off incident, and repeated acts of bullying over a period of time where the same individual finds it hard to defend himself/herself and becomes a victim.

Bullying may also be racist and/or sexist in that a victim is bullied principally because of his/her colour, race, ethnic origin or gender.

The nature of harassment can be similar to that of bullying as it is “unwarranted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading or humiliating environment” (in DCSF, Safe to Learn)

As all members of the school community are hugely valued, there are direct roles and consequences in place to ensure all incidents of bullying and harassment are dealt with quickly and effectively.

Although the nature of the bullying or harassment incidents are likely to dictate the way forward, it is likely that at least one of the following would be involved in addressing the problem:

- A member of the Senior Leadership Team
- Pastoral Support
- Class teams
- Parents

Indeed, parents and all staff need to be vigilant and look for changes in behaviour – a child may become withdrawn, tearful and not want to go to school or out to play.

Following an incident of bullying or harassment, the following actions may occur:

- Parents of all parties will be informed
- Both victim and bully will be offered support, most likely through the Pastoral Support Centre
- Situations will be monitored to ensure no further incidents take place

Langley School's Anti-Bullying Statement

Bullying is not acceptable at our school. Children are entitled to come here without fear of humiliation, abuse or victimisation. At Langley we aim to provide a happy environment where children feel safe and know that an adult will take action if bullying arises.

Recording, Monitoring and Evaluating

Recording of incidents and accidents is essential.

- a) The school incident book is kept in the headteacher's office. If there has been an accident or serious incident it must be entered into the book. There should be no lines left between entries and the entry must be dated and signed. The headteacher countersigns all entries.
- b) The LA online accident and near miss form should be completed following a serious accident or injury which occurs during the school day. The form must be completed by the line manager for the adult involved, or in the case of a pupil, the person supervising the child at the time of the accident would complete the form. This is sent by secure e-mail (egress) to the LA.
- c) Relevant information is recorded on the P-drive. It may be used to cross reference with incident book information. It may also be used to record incidents of importance to a particular child. Contact with parents should be recorded as should outcomes of meetings with parents or professional support agencies. **When a behaviour incident is recorded it is important to complete an incident form (held in Pastoral Support) to ensure the context, the behaviour and the outcome are recorded.** Staff recordings are needed to enable monitoring and evaluating to take place. The Head Teacher's termly report to governors will make appropriate reference to behaviour incidents so that they are kept informed on a regular basis.

This policy should be read and understood by everyone who works or volunteers at Langley. We intend to develop a common approach to managing the behaviour. If an individual experiences any problems with a child's behaviour they should seek help from an experienced member of staff. The staff at Langley have an established non-judgemental approach to supporting all colleagues.

By following the guidance laid down in this behaviour policy Langley will remain a supportive environment for the children and all those who work with them.

Reviewed March 2019