



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT	
Behaviour for Learning Policy	Policy No: LPS-07 Issue No: 02
Next Review Date: September 2019	Date: September 2018

For most of the time behaviour is first rate..... They are counselled and supported very successfully..... (Ofsted 2010)

The staff of Longworth School are committed to maintaining this and have adopted a Restorative Approach to promote good learning behaviour.

Definition

Good behaviour for learning is demonstrated when children:

- show respect for themselves and for others
- take responsibility for their own behaviour and learning
- know what is expected of them and meet those expectations
- listen to each other

Aims

- A calm, purposeful and nurturing atmosphere in school at all times
- Intrinsic good behaviour
- Pupils develop empathy for others, maintain self-control, and show understanding of the consequences of their actions
- Independent learners with a growth mind-set who take ownership of their own behaviours

Guidelines

Positive behaviour management will be achieved through:

- The creation of a welcoming, pleasant and stimulating school environment which motivates learners by giving the children ownership of their school environment, and responsibility for maintaining it.
- Implementing the five school rules that are reviewed annually with the children and shared with parents; reinforcing and referring to these when discussing behaviour when they are followed. The rules are:
 1. Care and share
 2. Respect
 3. Take pride
 4. Use the 6Bs to promote independent learning
 5. Listen so that you and others can learn
- Social and Emotional Aspects of Learning (SEAL), Small SEALs groups, Nurturing Club, Play Leaders, Values Education, Assemblies and all other aspects of PSHE (Personal Social and Health Education)
- adults modelling expected behaviours, e.g.:
 - speaking to everyone in a friendly, respectful and calm manner
 - showing consistency when dealing with issues and difficulties
 - listening to all parties
 - having clear, consistent and high expectations
 - Using agreed strategies when dealing with specific children



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- good information sharing between all adults in school, discussing any concerns and making observations on a day-to-day basis.
- classrooms are organised to promote good behaviour and teachers may use their awareness of individuals and combinations of children to influence seating and grouping
- well-planned, differentiated teaching and learning (informed by assessment), based on predicted interests, multiple learning styles and a variety of contexts,

Maintaining good behaviour

Teachers and teaching assistants use a wide range of strategies to maintain good behaviour and prevent the escalation of minor incidents.

These might include:

- Eye contact
- Non-verbal communications, e.g. thumbs up, smiles
- Raising hands for silence
- Quietly mentioning any problem behaviour
- Giving feedback to alter the gap between current and desired performance
- Constantly scanning area
- Grouping/seating/positioning children appropriately

Low-level day-to-day behaviour problems

When instances of negative behaviour occur in a learning environment the child is given a warning. If the behaviour persists, a further warning is given. After 3 times in Fox Class and twice in Hedgehog and Otter Class, the child is given an opportunity to calm down (five minutes or time to complete work, which one of these will be made clear to the child). This can be in class, in the neighbouring class or the headteacher's office (if available). On returning to the class an adult will use theme 1 to 4 of the restorative approach. If negative behaviour continues following the return to the class, this will be regarded as persistent behaviour and dealt with as detailed below. The warning system will be "re-set" in the afternoon.

Further sanctions will be imposed and will be dependent on the individual child and the circumstances, and may initially include:

- Discussion about incident using the restorative approach outline in appendix 1. (On occasions it is encouraged to use a third party).

Serious or persistent behaviour issues

If behaviour incidents persist, or if more serious behaviour incidents occur:

- The school will use the 'Restorative Approach' and record the incident in the 'Resorative Record'
- A discussion with the SENCo is held to analyse the reasons and triggers for the behaviour

5. On occasion, a more serious response may be chosen by the child:

- Parents to be informed of problems and behaviour contract agreed
- Playtime and lunch time exclusions
- Internal seclusion



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- Temporary fixed-term exclusions
- Permanent exclusion (in consultation with Governors and in accordance with statutory procedures)

Unacceptable behaviours include:

- an inability to show respect for diversity (e.g. racism, sexism, homophobia)
- physical altercations with other children
- use of swearing, bad language and inappropriate language
- answering back and arguing with adults
- failure to show respect for property (including pupil and school property)
- bullying (direct, indirect or cyber)
- potential to cause harm to self or others

When dealing with these, reference will be made to the school rules

Links and References

Please see:

- SEAL resources
- Equality and Diversity Policy
- Sex and Relationships Policy
- PSHE policy and scheme of work
- Home-School Agreement
- Anti-Bullying Policy
- Healthy Schools
- Teaching and Learning Policy
- SEN Policy
- School Rules

Date agreed: September 2018

Headteacher _____

Governors _____

For review September 2019