



- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents in order to continue to develop parental engagement; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in a Pupil Profile.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Opportunities for responsibility and recognition for non- academic achievement.

## **Roles and Responsibilities of all staff**

All staff must be consistent in their approach when dealing with behaviour by following our 5 steps consistency model.

<b>5 Step Consistency Model.</b>
<ul style="list-style-type: none"> <li>• Staff should model positive behaviour.</li> <li>• Staff should meet and greet at the door of every lesson or collect children from different areas of the school to set expectations for learning.</li> <li>• Staff should engage and challenge pupils during every lesson.</li> <li>• Staff should step pupils calmly and slowly through the behaviour procedure, using the set script.</li> <li>• Staff should follow up every time, retain ownership and engage in reflective dialogue and restorative justice.</li> </ul>

Teaching staff will use assemblies, Lifeskills (SMSC) and Circle Time, to help educate the children in making positive and moral decisions.

Langley Hall Primary Academy has a named person designated as responsible for supporting children's behaviour. This person is identified on the Designated Responsibilities notice **SSF10** displayed within the school.

## **Parental Involvement**

Staff will liaise with parents and other professionals to manage children's behaviour and as far as possible allow each child the opportunity to experience our school in a positive and rewarding manner. Parents will be informed and involved as early as possible via LASER, at dismissal or by telephone. Parents will be supported to assist in the management of their child's behaviour and are also included in meetings and planning where appropriate.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Golden Code)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers (**See Admissions Pack**)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school (Home/School Communications Book).

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

## **Implementation of the Policy**

### **Golden Code**

The Golden Code will be embedded across the school and visible in every classroom and other key areas in the school. Langley Hall Primary Academy also refers to Codes of Conduct that children should adhere to when in different environments within the school (**refer to Appendix 1**)

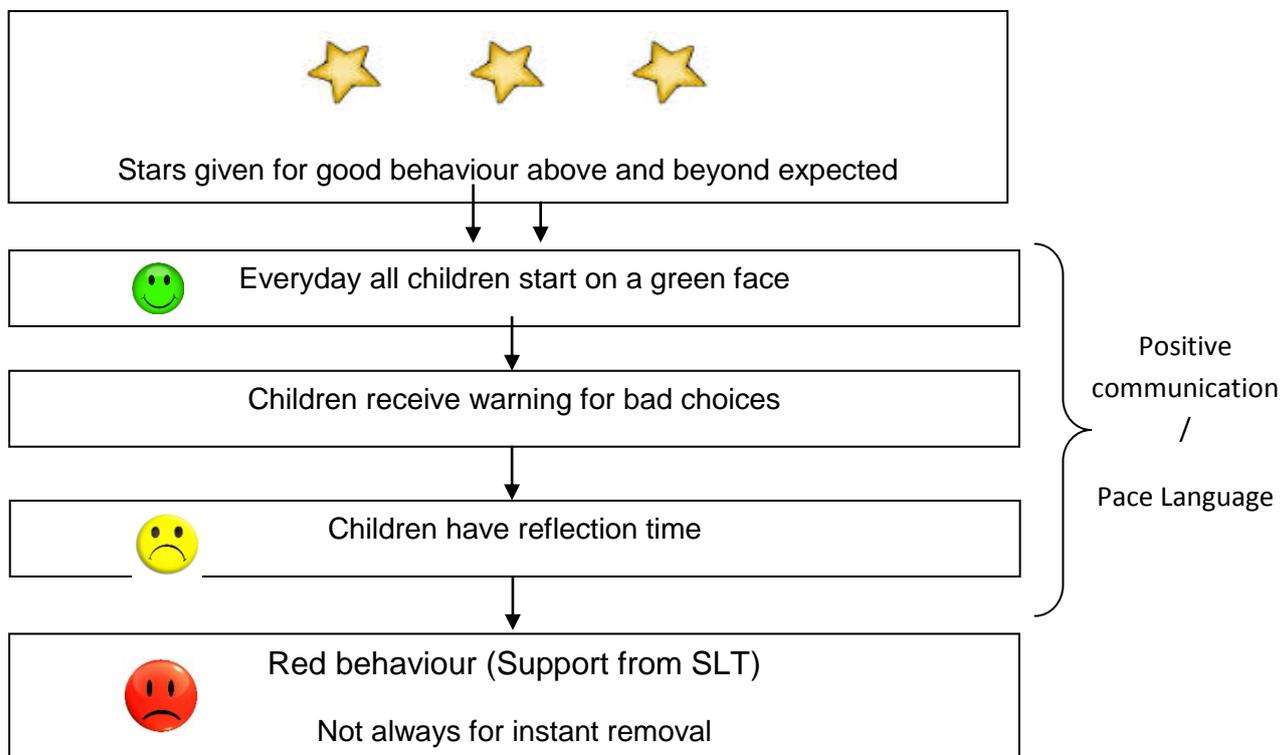
The Golden Code teaches children to:

- Be gentle
- Be helpful
- Listen and work hard
- Look after property
- Show respect
- Be honest

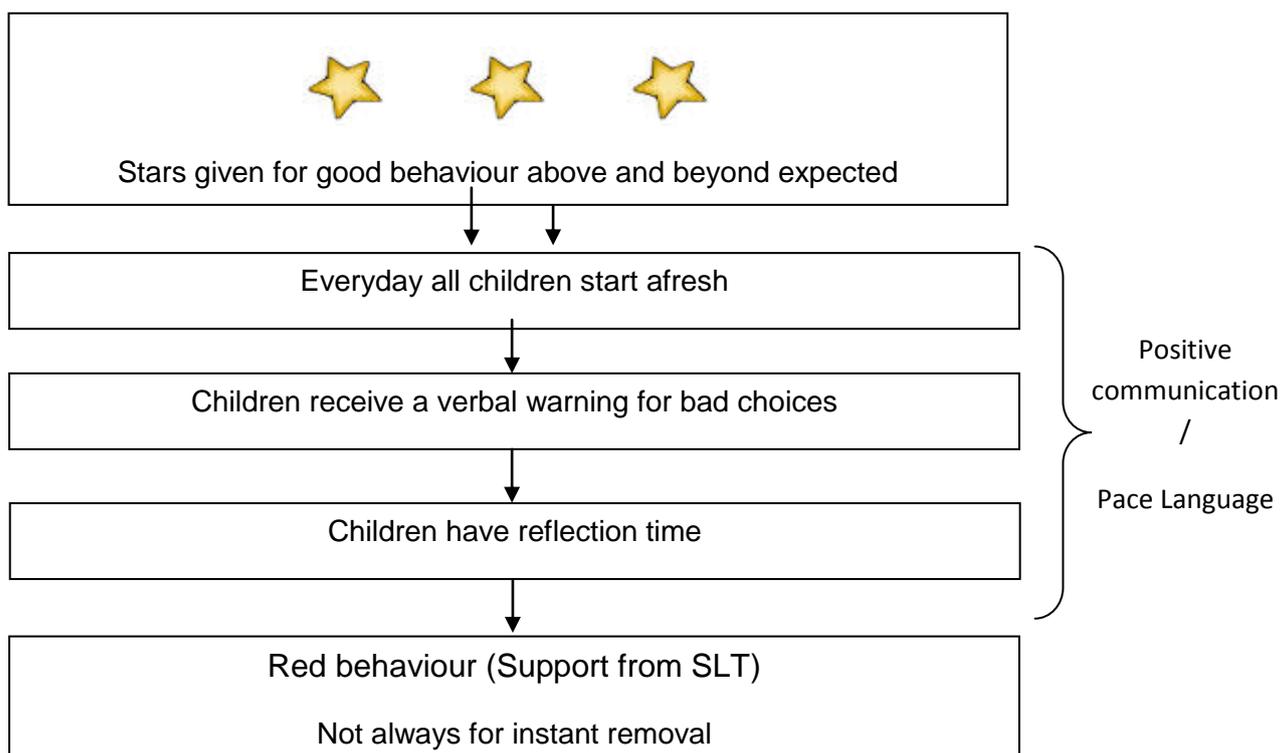
### **Behaviour Procedure**

At Langley Hall Primary Academy we have established a positive behaviour system, where most of the adult's times will be spent focusing on children making good choices rather than taking time to deal with misbehaviour. For children who do make bad choices we will work on a 'Your behaviour, Your choice, Your consequence' motto.

In order to promote positive behaviour, staff will imbed a traffic light escalation system.



Year 5 and 6 children will follow a verbal escalation system in line with the traffic light escalation system, in order to help them gain independence and help prepare them for transition to Secondary school. Children who are consistently unable to follow verbal escalation system will be placed on the visual traffic light escalation system.



## **PACE and Positive Communication**

At Langley Hall Primary Academy we have established and embedded consistent language that is used when communicating with children. It is important for children to understand that their behaviour is their choice and that they are in control of the choices that they make, bad choices will result in a fair consequence agreed with the teacher and child. It is imperative that language is consistent throughout the school and has a positive impact on a child's behaviour.

- Good Choice
- Bad Choice
- Consequence
- Reflection/Thinking Time

### **PACE Language**

Examples of PACE Language

- I wonder if...
- I get it...
- I get how much...
- It seems like you are feeling...
- I can see why that might upset you...
- That must be so hard for you when...
- I understand now...
- I can't imagine what it's like for you...
- No wonder you didn't...
- It really feels like...

### **Positive Communication**

When talking to a child it is important to address the child at their level, side on (non-threatening), eye contact and personal.

You should revisit the rule, share the expectation, recite the routine and end on a positive.

- " \_\_\_\_\_ I can see you are \_\_\_\_\_ / I can see you have had a problem getting started. "
- "You know we are working on \_\_\_\_\_."
- "I need you to focus on the task, I know you can do it. "
- "You will need to come and see me at \_\_\_\_\_ to \_\_\_\_\_"
- "Do you remember when you \_\_\_\_\_"
- "I hear what you are saying"
- "I understand"
- "Maybe you were ..... and yet...."
- "Yes sometimes I may appear unfair"
- "Be that as it may"
- "There may be some truth in that..."

- “I am sorry that you are having a bad day”
- “I am stopping this conversation now. I am going to give you a chance to think about your choices. I know that when I come back we can have a polite, productive conversation.”

## **Rewards and Incentives**

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour.

At Langley Hall Primary Academy we try to concentrate on those children that are making good behaviour choices, these children should receive the majority of your time and attention. We also understand that Praise should be:

- Carried out in public (if the child is comfortable with this)
- Be celebrated with peers.
- Be shared with parents

And punishment or consequence should be:

- Carried out in private.
- Shared with parents.
- Be restorative.

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards:

### **Praise**

As a general rule, adults should try to give about twice as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements.

### **Rewards**

The use of a range of rewards for children is also effective. Langley Hall Primary Academy rewards a wide range of achievements e.g. kindness, caring for the environment and overcoming a difficulty by accepting a challenge.

Rewards used at present are:

- Stars or similar points based system rewarded in class by class teacher for following the Golden Code
- Star of the Week award given in weekly assemblies for an individual child who has stood out as a “Star” in a given week
- Stickers for individual sticker books in place across the school leading to Bronze, silver, Gold and Diamond certificates for good work or effort
- Positive Points awarded in recognition of a child’s behaviour and social skills
- Sharing achievements with parents via, the school Laser, phone calls and dismissal
- Opportunities for greater responsibility in school (Year 2 and Year 6 Roles of Responsibilities, School Captains, school council)
- Specific privileges in use of school facilities or equipment (e.g. radio and film studio)
- Communicating with children in a positive way
- Regular ‘End of Term Assemblies’ where public mention and note is made of good examples, both of work, behaviour and attendance
- Sweets will not be used as a reward.

## **Child Centred Initiatives**

- Playground Mentors (appointed prior to the start of Year 6) and Playground Buddies (volunteers from Years R-4 and organised by heads of years) are a school scheme which encourages children to organise, monitor and set up the playground.
- House Captains are selected from Year 2 to support the counting of positive points, raising the winning houses flag and show visitors around the school.
- In Year 6 children have the opportunity to apply for the role of Head Boy and Head Girl, those that are successful will work with their deputies and members of the staff team to promote child led initiatives within the school and to assist with the counting of Positive Points and raising the correct flag.
- School Council meetings will enable all children to express their views on the school community and its effectiveness in carrying out its positive behaviour policy.
- Children may suggest ways in which the school community can run effectively and happily for all.

## **Sanctions**

### **Unacceptable Behaviour**

There is no place for violence, bullying, harassment, victimisation, vandalism, rudeness to adults, or bad language in the school community and these must always be discouraged. Anyone who observes or experiences bullying, harassment, victimisation or vandalism are encouraged to enlist the help of class teachers, lunchtime supervisors and Play Rangers in the school to resolve problems of this type.

Repeated occurrences and/or instances of red level behaviour will need to be recorded on a Safeguarding Incident Report **SSF2** and handed to the Head of the school before being placed in the child's profile record. Sanctions exist to protect individuals from these negative forms or behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the "wrong doer" to take a more positive role within the school.

- No attention given
- Catch up learning
- Referral to senior staff
- Withdrawal of privileges
- Loss of play or lunchtime or part of
- Warning letter to parents (may be appropriate to send)
- Discussion with parents
- Individual Behaviour Profile
- Risk Assessment
- Low level incidents to be recorded on Behaviour Tracker to keep records
- Isolation of pupil – extraction from class
- Home/School communication book
- Referral to SENCO, Head of Children's Services and outside agencies

- Internal exclusion
- External exclusion

Children at Langley Hall Primary Academy will know that each day brings the opportunity for a fresh start. At Langley Hall Primary Academy children will work as a class team to collect stars. If a child receives a consequence we will work on a restorative approach, where children will 'catch up learning' and work with Staff to reflect and rebuild relationships.

### **Restorative Justice**

A restorative justice meeting is used to help children reflected on their behaviour choices and set targets for the future. This can be done orally in the classroom after the child has received thinking/reflection time or documented on the Behaviour Incident Report Form following more serious incidents.

#### Restorative Justice Questions

- What happened?
- Who was affected?
- How were they affected?
- What can be done to make things right?
- What can be done in the future?

The wording of these questions may be altered depending on the age of the child.

As well as the school's aims stated in the prospectus and curriculum policies, we believe that it is important to clearly define unacceptable behaviour.

### **Definition of unacceptable behaviour specifically relating to bullying:**

Being deliberately hurtful (including aggression) which is repeated over a period of time and is difficult for victims to defend themselves. Bullying can take many forms but 3 main types are:

Physical	- hitting, kicking, spitting and taking or damaging belongings
Verbal	- swearing, name calling, insulting and making offensive remarks
Cyber	- use electronic devices including those made by text, on social networking sites or by other electronic means.
Emotional	- when a person tries to get what they want by making others feel angry or afraid and tries to lower their self-esteem
Indirect	- spreading nasty stories about someone, exclusion from social groupings and being made the subject of malicious rumours

### **Use of physical restraint**

It may become necessary for a child to be physically restrained to protect themselves or others from harm, see Physical Intervention and Restraint Policy **SSP34**.

Before using physical restraint, staff should – where practical – tell the pupil to stop misbehaving or employ known strategies for calming or dealing with pupils with special needs or social, emotional or mental health difficulties. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated, or are acting to punish the child.

Appropriate use of restraint will range from the physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to, in more extreme circumstances, using appropriate restraining holds. Particular attention will be given to individual needs which arise for children on educational health care plans, disability or social, emotional or mental health difficulties.

Staff should restrain a child who is violent or extremely disturbed by approaching them from the back of the child and wrapping their arms around the child to hold the child's arms against their body. Staff should speak calmly, quietly and reassuringly at this time, encouraging the child to calm down.

If physical restraint is used, this will be reported as soon as practicable to the Head of the School and a record of the circumstances will be kept on the child's personal file using a Safeguarding/Incident Form **SSF2** and a Record of Positive Intervention or Restraint **SSF43**. The Head of the school will advise the parent / carer of the incident when the child is collected.

## **Exclusion**

Langley Hall Primary Academy reserves the right to ask that a child is withdrawn from the school in the interest of themselves or others, if the child exhibits exceptionally disruptive behaviour and additional professional support is not accepted.

Any exclusion will be done in line with our school exclusion policy **SSPO27**.

## **Reporting an Incident**

It is very important that incidents of extreme behaviour or those that require additional support are recorded on a Safeguarding/Incident Form **SSF2** and passed onto the Head of School so that it can be recorded and filed in the behaviour log which will be monitored by Heads of School in liaison with Behaviour Leads, Head of Children's Services and SENCO. These reports should be as detailed as possible including the names of child or adult involved, staff involved, statements from others who may have witnessed the incident and details of follow up actions taken and by whom.

If staff raise concerns about children's behaviour and welfare the Head of Children's Services will hold PAC meetings with relevant staff members to get a holistic view of the child's needs.

## **Lunchtime Policy at Langley Hall Primary Academy**

Lunchtimes are supervised by Play Rangers. The Office Manager, Clubs Manager and Heads of Schools meet termly with Play Rangers to discuss any issues relating to bullying, discipline and organisation.

Play Rangers are involved in developing activity rota's for the playground and help all children engage appropriately.

## **Anti-bullying**

Langley Hall Primary Academy recognises that the reasons children and adults are bullied are varied but include:

- Race, religion, culture or social practices
- Special educational needs or disability
- Appearance or health conditions
- Sexual orientation
- Home circumstances e.g. being a carer or in social care
- Sexist or sexual bullying
- Unsafe conduct on the Minibus

It is also recognised that whether the 'reason' is true or not is irrelevant when considering bullying sanctions and all forms of bullying will be treated as being equally serious and dealt with appropriately. All incidents of bullying dealt with in line with Anti-Bullying policy **SSPO28**.

## **Prevent Strategy**

Langley Hall Primary Academy is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Langley Hall Primary Academy all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Staff will follow the Preventing Extremism and Radicalisation Safeguarding Policy and Female Genital Mutilation (FGM) Policy, the school have taken account of the guidance from the Department of Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. The main reference document is called 'Tackling Extremism in the UK' and should be read in conjunction with this policy.

All staff at Langley Hall Primary Academy have attended Prevent workshop and WRAP training to support them in identifying extremist views and radicalisation in young children.



## **Appendix 1**

Langley Hall Primary Academy also refers to Codes of Conduct that children should adhere to when in different environments within the school.

<p><b>Playground Code</b></p> <ul style="list-style-type: none"><li>• We play together and look after each other</li><li>• We allow others to get on with their own games</li><li>• We stop and stand still when the bell rings and walk sensibly to our lines and classroom</li><li>• We all know the proper place for litter - in the bin!</li><li>• We always tell an adult if something has happened.</li><li>• We stay away from the gate and railings.</li><li>• We use the climbing bars safely and take turns.</li></ul>	<p><b>Field Code</b></p> <ul style="list-style-type: none"><li>• We line up quietly and sensibly on the playground</li><li>• We walk in pairs sensibly out of the school.</li><li>• We walk quickly and safely across the road when told to by an member of staff.</li><li>• We walk on the path around to the field.</li><li>• We sit quietly on the field whilst being allocated to a group.</li><li>• We behave as we would in school, following the positive points and making good choices.</li><li>• We ignore members of the public using the field.</li><li>• We do not stroke dogs that are walking past.</li><li>• We are respectful towards others property.</li></ul>
<p><b>Minibus Code</b></p> <ul style="list-style-type: none"><li>• We will listen and follow the instructions of the driver at all times.</li><li>• We will be calm and sensible at all times, following the Golden Code.</li><li>• We will remain in our seats with the seatbelts fastened at all times during a journey.</li><li>• We will talk calmly to our neighbour and not scream and shout across the minibus, this is unpleasant for other children and can distract the driver.</li><li>• We will not be physical, use unkind words or inappropriate language.</li><li>• We will only drink water on the minibus.</li><li>• We will keep the minibus tidy, taking all our belongings and rubbish with us when we get off.</li><li>• We will report any unsafe or inappropriate behaviour to the driver. The driver will fill in a behaviour slip and hand it to the Head Teacher.</li></ul>	<p><b>Swimming Code</b></p> <ul style="list-style-type: none"><li>• We will walk around the poolside carefully</li><li>• We will act responsibly around the poolside</li><li>• We will get into the water when we are told to do so by an adult</li><li>• We will listen when other people are talking and follow instructions</li><li>• We will stay above the water unless asked to go under by an adult.</li></ul>
<p><b>Library Code</b></p> <ul style="list-style-type: none"><li>• We will speak softly</li><li>• We will walk in the library</li><li>• We will treat books carefully and not damage them</li><li>• We will not eat or drink in the library</li><li>• We will scan books out of the library using the computer</li><li>• We will scan books back into the library and leave</li></ul>	

them on the trolley

- We will treat the library and librarians with respect.

All of these codes are displayed for children to see. They are reviewed and discussed regularly.

## **Appendix 2**

### **A Life in Your Hands**

*If children live with criticism,*

*They learn to condemn,*

*If children live with hostility,*

*They learn to fight,*

*If children live with ridicule,*

*They learn to be shy,*

*If children live with shame,*

*They learn to feel guilty,*

*If children live with tolerance,*

*They learn to be patient,*

*If children live with encouragement,*

*They learn confidence,*

*If children live with praise,*

*They learn to appreciate,*

*If children live with fairness,*

*They learn justice,*

*If children live with security,*

*They learn to have faith,*

*If children live with approval,*

*They learn to like themselves,*

*If live with acceptance and friendship,*

*They learn to find love in the world.*

What do 'your' children live with?

Good relationships are built on creating a sense of success and then noticing it.