

# Launceston Primary School Behaviour Policy - Sept 2021 Review

## Appendix LPS - Launceston Primary School

All staff working within Launceston Primary School have a team approach of collective responsibility for behaviour (both positive and negative) regardless of which child is in which class. We recognise that ALL the children can turn their behaviour around and that once there has been a consequence they are entitled to a "Fresh Start" and a smile.

The staff at Launceston Primary School will use approaches that aim to promote positive learning behaviour and an appropriate emotional climate in the classroom. Our key expectations center around:

- ★ Ready - for learning
- ★ Respect - everyone and everything
- ★ Safety - for my whole school family

These approaches will:

- Be positive - emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Support children with naming emotions driving their behaviours (Emotion Coaching)
- Be relevant and be consistently applied to all pupils at all stages
- Recognise that effective conditions for learning: Wave 1 quality teaching (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour

### 1. Rewards and Consequences

#### Rewards:

We praise and reward children for good choices, behaviour and achievements linked to our ICARE values in a variety of ways:

- staff congratulate children verbally
- staff give children 'DoJos' with termly rewards and celebration
- lunchtime staff reward positive behaviours at lunchtimes
- staff nominate children for 'Principal's Award' certificates, given out at the weekly praise assembly
- class specific celebrations (stage and age related)

I CARE because I am...



#### Consequences:

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. The consequence depends on the Key Stage of the child. We employ

each consequence appropriately and proportionately to each individual situation. Examples include but are not limited to:

- We expect children to listen carefully to instructions and each other. If they do not do so, we support them to make the correct choice.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or spend part of their playtime completing it.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The school does not tolerate children threatening or hurting others. If a child threatens or hurts another pupil, the stage/age of the pupil and individual situation is considered by the Class Teacher and Principal.
- If a child is repeatedly sent to the Principal as a consequence the Principal informs the parents (via phone) and discusses strategies to improve behaviour. If the behaviour continues the Principal meets the parents to discuss the issue further in a formal meeting.
- Depending upon the severity of the incident/s, in some cases the consequence could result in an 'exclusion' (this may include 'internal' exclusion e.g. within Launceston, or an 'external' exclusion e.g. not at school) .

When consequences are applied, children are supported to reflect on their behaviour. Express **displeasure with the action and not the child**. Children should be familiar with our procedures and know what will happen next if they refuse the consequences or continue with the behaviour.

## 2. Role of the staff

It is the responsibility of the class teacher to ensure that the school expectations are adhered to in their classroom lessons, playground, and that their class behaves in a responsible manner during all school related activities such as clubs and trips.

However if a child misbehaves repeatedly in class, making poor choices, the class teacher keeps a record of all such incidents via behaviour books. In the first instance, the class teacher deals with incidents him/herself in the normal manner as agreed:

- verbal reminder of appropriate choices
- if action repeated - reflection time (amount dependant on child and behaviour)

During reflection time, and to ensure that all pupils are supported to make correct choices in the future, all staff will:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to demonstrate positive behaviour and praise accordingly.

- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

However, if behaviour continues, the class teacher seeks help and advice from the Principal/Senior Teacher.