



Leamington Community Primary School

Together we make a Difference

Positive Behaviour Policy



Completed by: Mrs. R. Mellor

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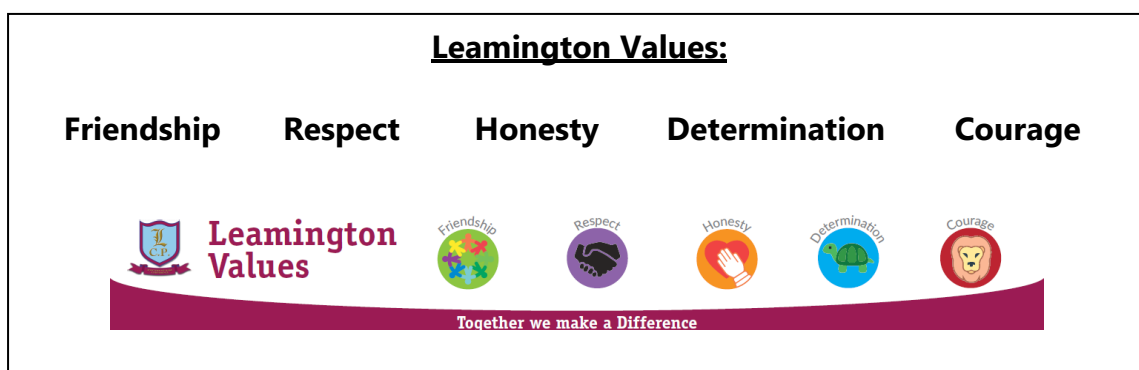
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Leamington Community Primary School: Positive Behaviour Policy

Introduction and Aims:

At Leamington Community Primary School, we believe in providing a safe, welcoming, happy, calm and purposeful school environment in which children can learn effectively and reach the highest standards of which they are capable. Our core values are at the heart of everything we do with the aspiration that we are all the best that we can be and treat others the way we wish to be treated.



We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole-school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals. We believe the ethos of the school should be built on a foundation of core values: *Friendship, Respect, Honesty, Determination, and Courage*. These core values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to absorb our Leamington values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults.

Objectives:

- To promote mutual respect between all members of the school community.
- To provide a safe and positive learning environment, where praise, encouragement and love of challenge will allow all learners to succeed.
- To establish a strong sense of responsibility for our own behaviour.

It is very important that the key messages, rewards and sanctions experienced by all children at Leamington Community Primary School are consistent, fair and enable our objectives to be met. Each class follows a whole-school approach towards praising positive behaviour, including the use of Class Dojo, class points and weekly/termly awards. Assemblies are also held to promote Leamington Values and reflect on positive behaviour along with social and moral development. These are the key drivers that enable us to uphold the above objectives.

Zones of Regulation:

Leamington Community Primary School has adopted the whole-school approach 'Zones of Regulation'. We use this approach alongside the positive behaviour system outlined in this policy. Zones of Regulation is a cognitive behavioural approach that aims to enable children to self-regulate their feelings using four coloured zones. It helps to provide children with strategies to become aware of how they can understand their emotions and manage their needs. Children are able to share what zone they are in throughout the day and are encouraged to use their chosen strategies to help regulate their emotions. Children are taught that feeling different emotions is okay and by understanding this, they can develop ways of regulating themselves.

Roles:

Staff:

All of our staff have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other. All staff understand that the examples they set, have a huge influence on the children. We will do this by:

- Getting to know our pupils and their abilities, respecting our pupils and expecting them to show respect to others.
- Providing a safe and positive learning environment in which each individual can succeed and each child is valued.
- Having high expectations of children's behaviour and providing opportunities to develop interpersonal and social skills.
- Ensuring children understand what positive behaviour looks like throughout the school day, including lunchtime.
- Having an awareness of any barriers to learning that may impact on a child's behaviour and to put appropriate support in place.
- Teaching children the Zones of Regulation and encouraging children to identify their own emotions and the strategies needed to self-regulate throughout the day.
- Providing regular sensory breaks throughout the day to support children with self-regulation and promote the use of 'calm spaces' in school.
- Rewarding and encouraging positive behaviour by celebrating success regularly ('catching in' not 'catching out').
- Encouraging pupils to develop a sense of awareness and taking responsibility for their own behaviour.
- Ensuring the children know and understand the Leamington Values and giving praise when demonstrating these.
- Acknowledge and show appreciation of the efforts and contributions of all.
- Make referrals to the school's inclusion team to help identify support for individual children, when needed.

Pupils:

All of our children have a responsibility to demonstrate positive behaviour through the understanding of our Leamington Values. In order for all children to feel happy and safe in school, children must behave appropriately. Children can do this by:

- Following the *'Leamington Values: Code of Conduct'* (Appendix 1).
- Accepting responsibility and consequences for their actions.
- Being in tune with their emotions through the Zones of Regulation and using the strategies they have been taught to regulate their emotions throughout the day, and promote the use of 'calm spaces' in school.

Parents/carers:

At Leamington CP School, we believe that supportive relationships between school and home are vital for the development of our children. We ask that parents/carers support our positive behaviour approach by:

- Ensuring that their child attends school regularly and arrives on time.
- Being aware of the *Leamington Values: Code of Conduct* alongside the school's positive behaviour policy, and encouraging their child to behave accordingly.
- Having an awareness of Leamington's Zones of Regulation and encouraging their child to be aware of their own emotions and strategies to use to regulate their emotions.
- Showing support and understanding when sanctions are necessary.
- Showing an interest in their child's classwork and homework, and where possible, provide support with studying at home.
- Acting as positive role models for their child in their relationship with the school.
- Attending planned meetings with teachers and supporting school decisions.
- Providing the school with all the necessary background information about their child, including telling the class teacher promptly about any concerns they have about school, or any significant change in their child's needs or home circumstances.

Inclusion Team:

If a child is struggling with their behaviour, they can be referred to our Inclusion Team who meet on a regular basis. The team consists of: Deputy Headteacher, Designated Safeguarding Lead, SENCO, Assistant SENCO, Mental Health Lead, Attendance Officer, Family Support Worker and Mentor. As a team, we endeavour to understand the reasons behind children's behaviour and allocate support where needed. Support can include: 1-1 mentoring, group mentoring, ACEs sessions and family support provided from our Family Support Worker, attendance officer of safeguarding team. The team is also able to refer children for support from external agencies when needed.

Rewards:

At Leamington CP School, we take every opportunity to reward behaviour that follows the *Leamington Values: Code of Conduct*. Rewards include:

- Class Dojo (points earned to spend on rewards decided with children and the class teacher);
- Class points (winning class have extra playground rewards);
- Lunchtime Awards;
- Verbal praise;
- Stickers and stamps;
- Verbal dialogue/ Class Dojo messages with parents/carers;
- Sent to HT or DHT for a reward.

Sanctions:

The vast majority of our children behave well and respond to our positive behaviour approach. However, some pupils may not always act according to our *Leamington Values: Code of Conduct*. This is not acceptable and a range of sanctions are necessary. The purpose of such sanctions is to help all our children behave in an appropriate manner.

Children may sometimes need to be reminded of our *Leamington Values: Code of Conduct*, but if inappropriate behaviour persists, sanctions will be applied. Depending on the nature of the behaviour, the level of response will be determined according to our sanctions system (see Appendix 2) to ensure poor behaviour is dealt with consistently throughout the school.

Behaviour Incidents:

Definitions of behaviour:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including online
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

- Racist, sexist, misogynistic, homophobic or discriminatory behaviour
- Possession of any prohibited items.

All behaviour incidents (misbehaviour or serious misbehaviour) will be recorded on our CPOMs system. This is a secure online tool we use to record behaviour and support information for our pupils. Behaviour incidents on CPOMs will be regularly tracked by the Deputy Headteacher. Behaviour issues may be sub-categorised under 'sexualised behaviour', 'racial incident' or 'bullying'. These incidents will be investigated thoroughly by the DHT and/or DSL and specific actions put into place. If a child is struggling with their behaviour, the Deputy Headteacher will put a behaviour review in place, via the Inclusion Team, to identify possible support to help the child to develop positive behaviour strategies.

If a parent/carer would like support with a behaviour incident, please see the following guidance:

- When possible, please speak to your child's teacher when collecting your child from the classroom at the start/end of the day or contact your child's teacher on Class Dojo.
- If a longer/confidential discussion is needed, please see the class teacher to arrange an appointment. In most cases, the appointment should be for the same day or next morning. Every effort will be made to see parents as soon as possible.
- If you wish to discuss the matter further, please make an appointment to see the Deputy Headteacher.
- Following this meeting, if there are still concerns, then a meeting can be scheduled with the Headteacher and Chair of Governors (if necessary).

Staff will endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues which a teacher will need to investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or intimidated the meeting will end and parents will be contacted to attend a meeting with the Headteacher. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. This behaviour will result in parents/carers being asked to stay off the school premises for a period of time.

Safeguarding:

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social Services when appropriate.

- The named Designated Safeguarding Lead (DSL) is Mrs. Rebecca Golding.
- The named Deputy Designated Safeguarding Lead is Mrs. Rachel Mellor.
- The nominated governor for Child Protection is Mrs. Alma Shaw.
- Copies of the school's *Safeguarding Policy* can be obtained from the school on request.

Appendix 1:

Leamington Values: Code of Conduct



What do our values mean?

Friendship: Showing understanding and kindness to others.

Respect: Treating others as you wish to be treated.

Honesty: Telling the truth, even when it is difficult.

Determination: Never giving up and always trying our best, even if it is challenging.

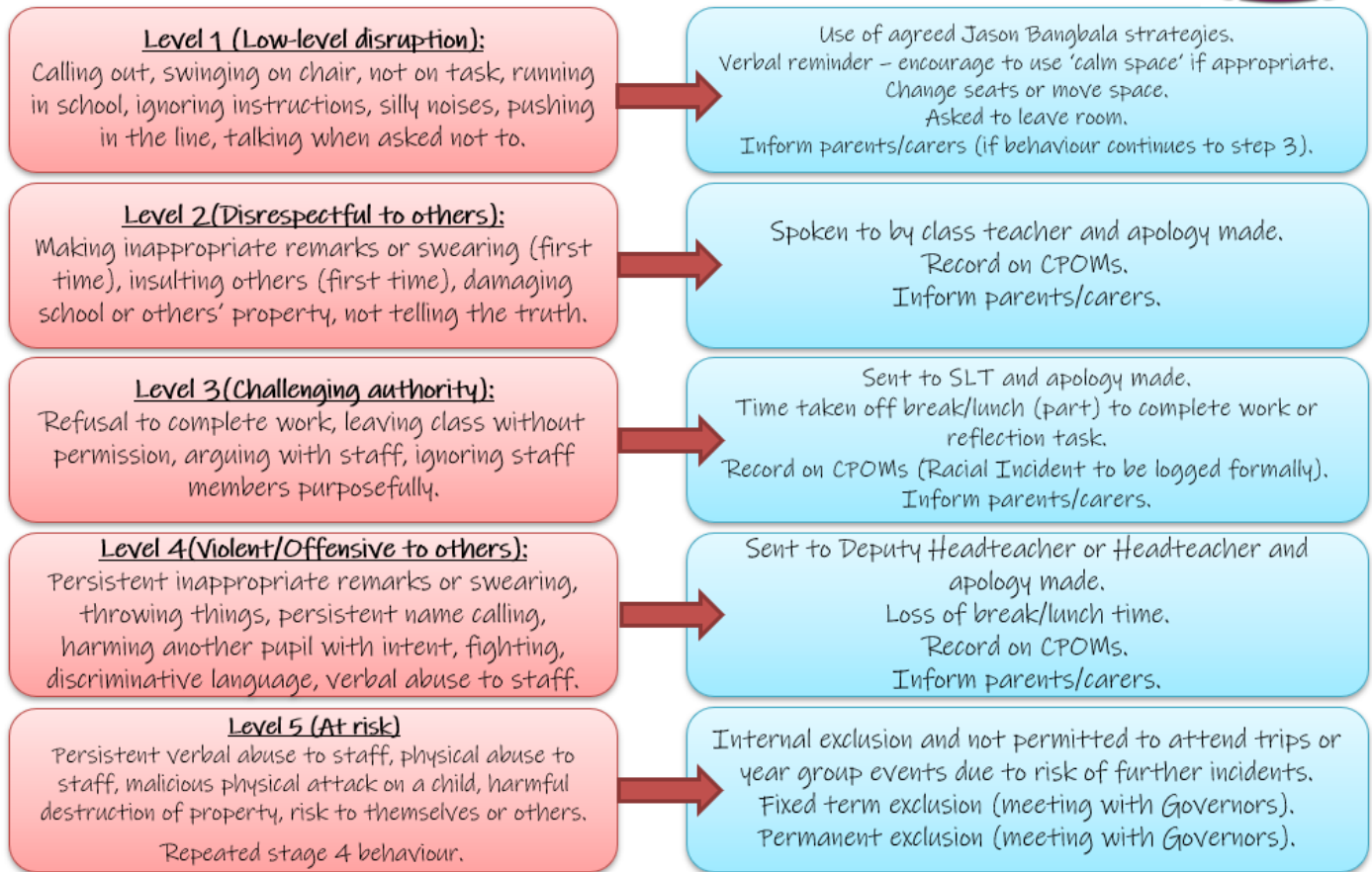
Courage: Being brave by trying new things or doing what is right, even if it is difficult.



- ✓ We will be kind to others and speak nicely to everyone.
- ✓ We will be polite and respectful to all members of staff, visitors and each other.
- ✓ We will listen to and follow instructions given by adults.
- ✓ We will show our manners and act sensibly when moving around school.
- ✓ We will always tell the truth, even if we have made a bad choice.
- ✓ We will try our best in everything that we do. We will keep trying and will learn from our mistakes.
- ✓ We will try new things and won't be scared to make mistakes.
- ✓ We will ask for help when we need it.

Appendix 2:

Leamington CP School: Sanctions



Appendix 3:

Lunchtime Behaviour

At Leamington Community Primary School, our positive behaviour expectations also apply to lunchtimes and all children should behave the same at lunchtime as they do in class. We have developed the following strategies to help with this.

Lunchtime Behaviour Strategies:

1. Regular Communication:

Before lunch, our Lead Lunchtime Supervisor visits each class to check-in with the class teacher/LSO to be informed of any issues or concerns that lunchtime staff need to be aware of.

Our Lunchtime Supervisors will communicate with teachers/LSOs verbally at the end of lunch or log any behaviour incidents on CPOMs, tagging the class teacher.

The Lead Lunchtime Supervisor and Deputy Headteacher will communicate regularly to review practice and procedure.

2. Clear Rewards and Sanctions:

Lunchtime Supervisors give out weekly 'Lunchtime Award' certificates to a child in each class that has shown positive behaviour. These children gain access to the adventure playground on the following Monday as a playground reward.

At times of unacceptable behaviour (see 'Behaviour Incidents' section of this policy), the following process will be followed:

1. Lunchtime Supervisor to give a polite but firm request to stop, whilst pointing out why the behaviour is not acceptable.
2. Give a final warning using the phrase, 'This is your final warning to stop ...' and consider ways of diffusing the situation, i.e. separation, close supervision, distraction.
3. Radio for Lead Lunchtime Supervisor who will follow our sanctions system (see Appendix 2).
4. Radio for SLT who will continue to follow our sanctions system (see Appendix 2).

Any behaviour that requires Step 3 or 4 must be logged on CPOMs.

3. Routines:

There are 4 sittings at lunchtime. These are as follows:

- 1st sitting - Reception
- 2nd sitting - Years 1 and 2
- 3rd sitting - Years 3 and 5
- 4th sitting - Years 4 and 6

Children will enter Leamington Bistro calmly and sit in their designated seats. They will be notified by a Lunchtime Supervisor when they can go to the counter to collect their lunch. Packed Lunch children can begin to eat once seated.

After eating, children should take their trays, cutlery and cups to the front and place them in the designated areas. There will be Bistro Buddies in place to help with this. Children should return to their seats until called to line up to leave the Bistro.

Children have designated play areas on the yard when they are not in the Bistro - each class is allocated an area daily. This can be found on our playground equipment rota. Areas are supervised by Lunchtime Supervisors.

In case of indoor lunch due to bad weather, each teacher communicates with the allocated lunchtime supervisor regarding which activities can be accessed by the children and how the computer/interactive whiteboard should be used.

4. Illness and Injury:

We have a designated first aider on duty each lunchtime. This provides children with a consistent person and place for first aid, if they need it. All first aid incidents are logged on CPOMs and follows our first aid policy.