

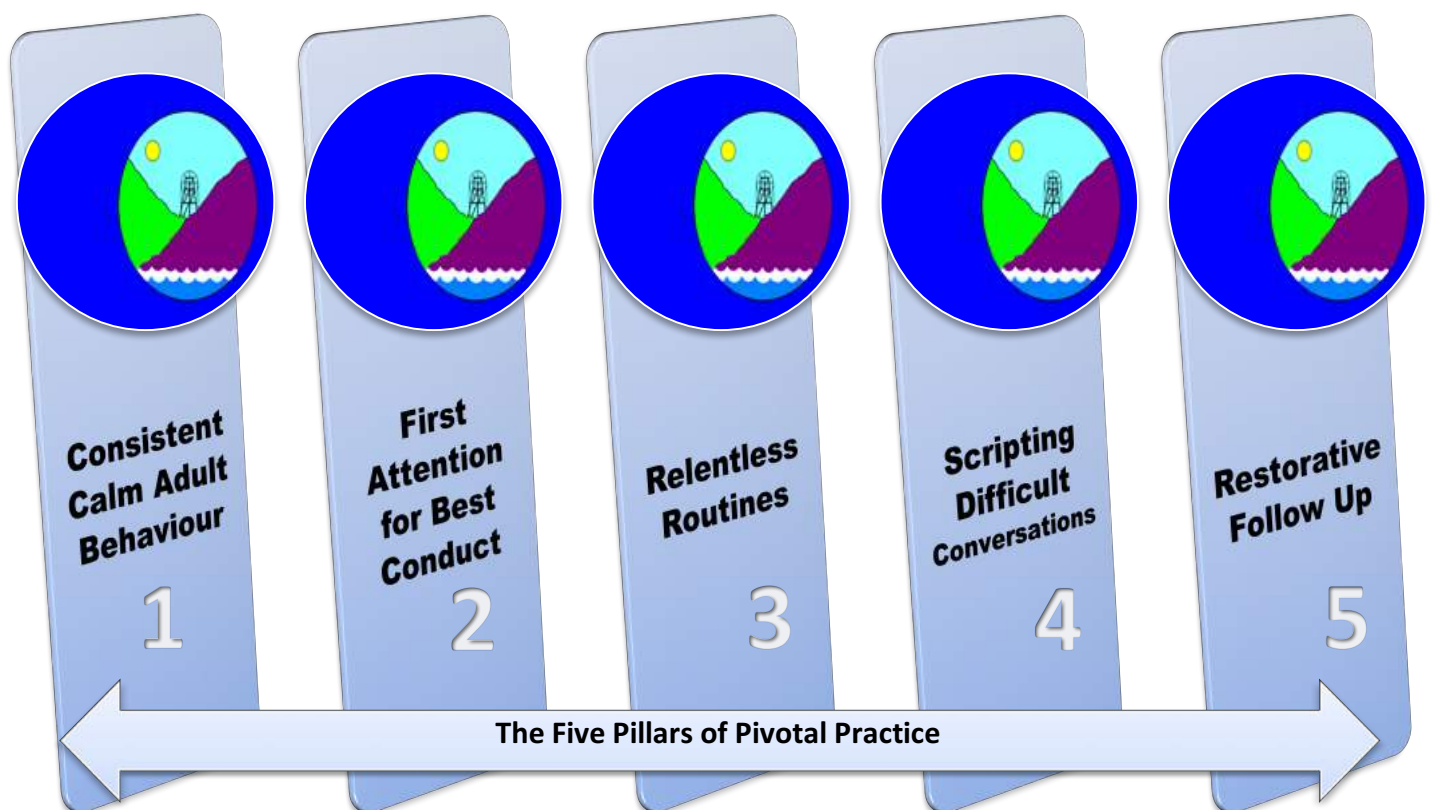
## Lingdale Primary School Behaviour Policy

*"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)*

At Lingdale Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. The purpose of our behaviour policy is to:

- Fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- Ensure that the reputation of Lingdale Primary School is positive in the local and wider community.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)

At Lingdale Primary School, we have agreed that **we expect to see from all of our staff, governors, trustees and visitors** the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catches students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for "win/win situations, de-escalation...

Adult behaviours **we don't expect to see** are: Aggression, shouting, negativity, "losing it", adults creating "power struggles", humiliation...

## **Expectations of Adults**

**Consistent adult behaviour will lead to pupils consistently conforming to our expectations**

**We expect all STAFF to:**

- 1) Meet and Greet
- 2) Use personal, sincere praise all day
- 3) Give 5 positives to one negative
- 4) Use the traffic light system consistently

**Middle Leaders understand their responsibility to create a positive climate in their areas. We expect all MIDDLE LEADERS to:**

- 1) Meet and Greet, walk around and be visible in their curriculum area
- 2) Go into lessons to catch students being positive
- 3) Stand by staff to support restorative conversations

**We expect Senior Leaders to:**

- 1) Stand at their classroom door every morning to Meet and Greet
- 2) Be visible at lesson changeovers and social times/lunch times
- 3) Carry out regular learning walks to support and coach and model expectations

**Our Values and Expectations:**

Our Values are based on **PRIDE**, Presentation, Respect, Independence, Determination, and Excellence.

Our three clear expectations of pupils are that every day they show **PRIDE** at Lingdale Primary School by:

- **Being Safe**
- **Being Respectful**
- **Being Ready**

**We reward positive behaviour and achievement in the following ways:**

- verbal and non-verbal praise
- positive phone calls home
- awarding reward points/Dojo's
- Headteacher's award and tea party
- Stickers

**We teach positive behaviour for learning through:**

- referencing the three expectation (Be safe, Be Respectful and Be Ready) in lessons and at playtimes.
  - restorative conversations
  - modelling positive behaviour on a daily basis
  - whole school assemblies

**Some of the strategies we use to establish readiness for learning and maintain a positive climate are:**

- meeting and greeting
- high staff visibility at playtimes/lunch time
- giving attention to positive behaviour, not negative

- using a space within the classroom to allow a pupil to have “thinking time”
- being **assertive**. Being assertive is being able to communicate your needs in a way that is:
- ✓ **Being in control**
- ✓ **Being clear**
- ✓ **Being decisive with clear conviction**
- ✓ **Being direct**
- ✓ **Being polite and fair**

### **De-Escalation**

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that that student to get back on track without giving attention to the negative behaviour.

If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that .... (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to “improvise”.

Staff will then walk away and give students time to think and act positively.

### **Consequences**

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

When students have been given the support and opportunities to make the right choices but do not modify their behaviour staff will use the agreed consequences. Traffic light system may be used in certain situations.

### **Restorative Conversations**

Where issues between staff and students were not resolved, a restorative conversation needs to take place between the two parties.

Another colleague or line manager could support this. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- 1) Ask the student what happened and why they made the choice to behave like that.
- 2) Ask the student who they think was affected by their behaviour.
- 3) Ask them what they could have done differently, what would they do to avoid the same situation happening again
- 4) Ask the student what you could have done differently.
- 5) Agree strategies, goals, targets with the student for the future.
- 6) Ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.
- 7) Use of traffic light system

