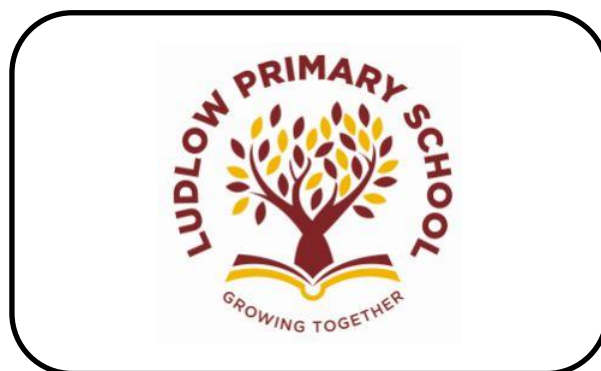


# Ludlow Primary School



## Behaviour Policy

### Positive Behaviour Strategy

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Agreed September 2021  
To be reviewed Sept. 2022

# LUDLOW PRIMARY SCHOOL

## Behaviour Policy: Positive Behaviour Strategy

### Introduction

During the period of 2019-2021, the global pandemic of Covid-19 caused enormous disruption to schooling. After an initial 10-week period, selected year groups were given the opportunity to attend school once again. By the end of the school year, Ludlow Primary School had offered all children (in every year group) the opportunity to sample school life once again.

In advance of their return, an addendum to the previous policy was formulated to address the added considerations e.g. social distancing, restricted movement around the school, heightened hygiene control etc.

This policy has been created whilst considering both the original behaviour policy and the addendum so that Ludlow Primary School has a policy that is both effective and supportive to our pupils and staff as we move forwards.

The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching. To achieve this, we aim to establish a positive ethos, which is conducive to learning and in which **all** individuals at Ludlow Primary are respected.

As in previous years, our school's Positive Behaviour Strategy seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self-discipline and personal responsibility.

Discipline needs to be seen in the much wider framework of how a school seeks to moderate and improve the behaviour of its pupils. As such, it includes the positive approach of praise, encouragement, incentives and inducements as well as the more negative one of criticism and accepting negative consequences.

Our Positive Behaviour strategy is based on a whole school approach, is widely disseminated and is clearly understood by staff, pupils and parents/carers. There are clear procedures for dealing with breaches of discipline, and these will be consistently and fairly applied.

Part of growing up is about learning what is acceptable and unacceptable and gradually taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour and positive achievements in all children.

The class teachers will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils.

## **Aims**

To produce an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others. This environment aims to enable children to actively participate in all lessons so they can develop excellent learning behaviours that enable them to achieve in all areas.

To focus attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.

To promote a shared approach to dealing with discipline issues by all adults in school and enable children to develop self-discipline by understanding and operating a code of behaviour.

## **Rationale**

Positive behaviour needs to be rewarded, encouraged and taught. (See Appendix 1 regarding the whole school reward system).

Positive behaviour management is based on positive and respectful relationships between children and adults.

**The whole school community must have ownership of a Positive Behaviour Strategy and apply it consistently and fairly throughout the school.**

Ludlow Primary School children must learn from behaviour sanctions. If no learning takes place the sanctions need to be re-thought.

## **Additional considerations for pupils' conduct from September 2020:**

It is fundamental that the whole school community (children, parents/carers, teachers, learning assistants, support staff, administration staff, site manager & cleaning staff) understand, are committed to, model and promote positive behaviour at all times.

All children must have a timetabled session of induction on the first day in the autumn term in order to introduce, refresh or explain any additional behaviours required to keep school safe.

Some additional expectations in relation to COVID include:

- Arrive to, and depart from, the school premises at the agreed time.

- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Keep a safe distance from other pupils and refrain from unnecessary physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

There is a pupil friendly version of these rules at the end of this document which explains the rules to pupils. Class teachers will ensure that these are displayed in the class room and that they are explained to pupils.

**If a child chooses to behave in a manner deemed not to be of an acceptable standard in relation to the points above, the following sanctions could apply:**

- Conversation(s) with pupil(s) which could include a verbal warning, moving position or distanced from peer group if logistically possible
- The response to the negative behaviour results in the pupil being issued a card (see general behaviours below)
- If the health and safety of other pupils and staff members are put at risk by the pupil persistently not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. [Exclusion from maintained schools, academies and pupil referral units in England](#) ***Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.***

## **Pupils with Special Educational Needs**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help. The head teacher and governing board must have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion team [Inclusion@shropshire.gov.uk](mailto:Inclusion@shropshire.gov.uk)

### **General behaviours and staff responses:**

#### **Ludlow Primary School's Positive Behaviour Traffic Lights**

- **Green Behaviour** (expected positive behaviour supporting our school values) e.g listening when someone is speaking, hands up to speak, following instructions, respect and kindness for each other and good manners.
- **Yellow Behaviour** (low level negative behaviour) e.g calling out, not following instructions, talking or causing disruption in class/assembly, poor manners and being disrespectful
- **Red Behaviour** (high level negative behaviour) e.g actions resulting in physical injury, upset or distress and damage to property.

**Coloured Traffic lights are displayed in all classrooms in both Key Stage 1 and Key Stage 2 and the Foundation Stage**

- Green
- Blank yellow and blank red
- Orange: Above and Beyond

The pictures (F&KS1) and names/pictures (KS2) of children are displayed on or around the Green light. This is the starting place for every child, every day.

### **Foundation Stage: Yellow and Red behaviour**

It is important that positive behaviour and expectations are modelled and reinforced in the Foundation Stage. The traffic light system will operate in Foundation classrooms but the card system is not introduced until Year 1.

There are clear expectations that children treat each other with respect and kindness and display positive learning behaviours but it is acknowledged that these need to be modelled and taught and that there will be a settling in period for children into the school behaviour system.

In the Foundation Stage, the class teacher will be primarily responsible for managing disruptive, yellow behaviour and use the traffic light system as a visual reminder system. If a child repeatedly exhibits yellow behaviours and the visual reminder is not working, it may be necessary to introduce a short sanction, such as missing 5 minutes playtime and remaining during break with the class teacher.

If extreme or repeated yellow behaviour is seen, children will then be referred to the Assistant Headteacher (Or Deputy/Headteacher should the Assistant Headteacher be unavailable, or their assistance be required)

Class teachers will inform parents/carers at the end of the school day about any yellow/red behaviours.

### **Key Stage 1: Yellow behaviour – low level negative behaviour**

- If yellow low level negative behaviour is seen, an initial verbal warning is given followed by **two further warnings** which are recorded by writing the child's name on the board. It is important that the warnings are age appropriate and that encouragement and praise are used to try and address the negative behaviour to get the behaviour back on track.
- If the behaviour is repeated in a time frame appropriate for the behaviour and age of child, the child's picture or name is moved from green to yellow and the child is issued with a yellow card.
- Once a card has been issued, the child will receive a playtime/lunchtime classroom sanction of 5 minutes missed play supervised by the class teacher or suitable adult.
- The child's picture or name will move back to green after the sanction.
- If a child is regularly moved to yellow, discussion with the Assistant Headteacher will be needed as to the course of action (e.g a behaviour plan).
- The class teacher will inform the parent/carer of a yellow card having been issued.

### **Key Stage 2: Yellow behaviour – low level negative behaviour**

- If yellow low-level negative behaviour is seen, two warnings are given. These can be recorded by writing the child's name on the board.
- If after the two warnings are given, the behaviour is repeated in a time frame appropriate for the behaviour, a yellow card should be given. The child should receive a sanction of missing 5 minutes break administered by the class teacher or other suitable adult.
- The sanction will be carried over to the following day if no opportunity is available during that day. Parents/carers will be informed by the class teacher.
- The yellow card behaviour will be reported to the Assistant Head, KS2 for recording and identification of further need (usually by the child presenting the card at break or the class teacher informing the senior leader).
- The child's picture or name will move back to green after the sanction.
- If a child receives a sequence of yellow cards, alternative arrangements (e.g a behaviour plan) will be needed.

### **Key Stage 1: Red behaviour – high level negative behaviour**

- If red behaviour is seen, no warning or second chance will be given and the child's picture or name will be moved to red. The child will need to go to the Assistant Headteacher at lunch time.
- The child will need to discuss his/her behaviour with the Assistant Headteacher who will decide on a course of action depending on the nature of the incident and age of child. It will be seen as an opportunity for the child to reflect upon and discuss their behaviour.
- The red card will need to be recorded by the Assistant Head for record keeping and for identification of further need and data analysis.
- The child's picture or name will move back to green after the sanction.
- Parents of children in Key Stage 1 will be informed by the child's class teacher of yellow or red behaviour at the end of the day.

### **Key Stage 2: Red behaviour – high level negative behaviour**

- If red behaviour is seen no warning or second chance will be given and the child's picture or name will be moved to red and the child will be sent to the Assistant Headteacher. A red card will be issued and parents/carers will be informed by the class teacher.
- The child will need to discuss his/her behaviour with the Assistant Headteacher who will decide on a course of action depending on the nature of the incident and age of child. It will be seen as an opportunity for the child to reflect upon and discuss their behaviour.
- The red behaviour will be recorded for identification of further need and data analysis by the Assistant Head.
- The child's picture or name will move back to green after the sanction.

- Every time a KS2 child is placed on a Ludlow Primary School behaviour card (yellow or red), parents/carers will be informed. This will be done by class teachers. In addition, when a red card is issued a senior leader will issue a letter to be acknowledged by parents and returned to school

### **Who issues sanctions?**

Teaching staff will be responsible for issuing behaviour sanctions. This includes staff leading/ covering classes.

### **Lunchtime incidents:**

Behaviour incidents at lunchtime, witnessed by teaching assistants, midday supervisors and support staff, will be referred to the class teacher who will then make a decision on the appropriate action to take following the Positive Behaviour Strategy.

Details about incidents need to be recorded by the class teacher so that we have a record of behaviours and resulting action.

The member of staff issuing a card is responsible for ensuring the behaviour incident is passed on to the relevant Assistant Headteacher.

### **Recording incidents:**

All behaviour incidents will be recorded.

Low level concerns that do not warrant a card but are thought to have potential to repeat or escalate e.g., minor disagreements, will be logged on a shared Excel spreadsheet and monitored by SLT.

For behaviours resulting in a card, details shall be inputted on school behaviour tracking system (ScholarPack) by the adult who issued the card.

In both key stages, a senior leader will make the final decision if there is any doubt on which card a child should be on or the appropriate action to take.

Age appropriateness will always be considered when deciding on the appropriate sanction or course of action.

### **Range of strategy:**

The Positive Behaviour Strategy applies at all times when a child is in school or participating in a school activity eg school trip, residential or after school club.

Children's representation of the school, including sports fixtures, performances, productions, assemblies, Jumping Jaxx, Sports Crew and School Council duties will be



dependent upon their behaviour. On considering representation, cards issued and an account of their overall pattern of behaviour will be considered. The head teacher will make a final decision on any child's representation of the school.

Attendance of all off-site and residential visits will also be dependent on a child's pattern of behaviour. If there is a concern, a risk assessment for their inclusion will be completed and a decision for inclusion will be made by the head teacher.

### **Other Formal sanctions**

When appropriate other behaviour sanctions or actions will be put in place including record sheets for all sessions, external behaviour support team referral, pastoral support plans, behaviour management plans or removal from playground at all breaks when appropriate.

### **Risk of Exclusion**

A child receiving two red cards within a half term will result in a meeting between the child, parents/carers, class teacher and senior leader to discuss the behaviour and that the child is at risk of exclusion if a further red card is issued. Strategies are put in place to support the child including the automatic opening of a pastoral support plan (PSP).

### **Exclusion**

An exclusion will be considered, when appropriate and in consultation with the head teacher, deputy or assistant head on the occasion of a child receiving a third red card for the same repeated behaviour with no attempt at positive correction.

An exclusion may be issued immediately, if appropriate, for any extreme unacceptable behaviour.

All exclusions will be reported to the Local Authority and Ludlow Primary School Chair of Governors.

### **Ludlow Primary School's Positive Behaviour Champions: Foundation and Key Stage 1**

This is designed to recognise and reward children who consistently behave well and display positive green behaviour at all times.

All children, including Foundation Stage pupils, will have a positive green behaviour card kept in a box in the class and children achieving weekly positive green behaviour will be:

- Recognised and congratulated in weekly praise/learning behaviour assemblies.
- Entered into a weekly class draw (using their green card) to win a small prize.
- Entered into a half termly whole school prize draw (using positive green behaviour cards) to participate in a celebration activity. The draw will take place in a whole school PBC prize draw assembly and one child will be chosen from each class. Any child who has been issued with a yellow or red warning during that half term will not be entered into the draw.
- NB Children who have been on yellow or red during a week will have their green cards removed from the box for the weekly draw for the week that the sanction was given. It will be returned to the box for the following week's draw provided they remain on green all week.
- Above and Beyond cards are kept in the box for the duration of the half term and sent home with children after the half-termly draw.

### **Ludlow Primary School's Positive Behaviour Champions: Key Stage 2**

This is designed to recognise and reward children who consistently behave well and display positive green behaviour at all times.

All children will have a positive green behaviour card kept in a box in the class and children achieving weekly positive green behaviour (no yellow or red cards or persistent warnings) will be:

- Recognised and congratulated in weekly praise/learning behaviour assemblies.
- Entered into a weekly class draw (using their green card) to win a small prize.
- Entered into a half termly whole school prize draw (using positive green behaviour cards) to participate in a celebration activity. The draw will take place in a whole school PBC prize draw assembly and one child will be chosen from each class. Any child who has been issued with a yellow or red warning during that half term will not be entered into the draw.
- NB Children who have received a yellow or red card during a week will have their green cards removed from the box for the weekly draw for the week that the yellow/red card was issued. It will be returned to the box for the following week's draw provided they remain on green all week.

If a child has received a yellow or red card at any point in a half term, they will not be eligible to enter the half-termly draw.

- Above and Beyond cards are kept in the box for the duration of the half term and sent home with children after the half-termly draw.

## **Ludlow Primary School's Above & Beyond: Foundation, Key Stage 1 and Key Stage 2**

Each day **one** child who has shown exceptional positive behaviour will be recognised and receive an *Above and Beyond card*. These children will also be recognised in praise/learning behaviour assemblies. This card will remain in the box for the weekly draws and the prize draw at the end of each half term.

### **Monitoring**

Agreed as good practice and also recommended in government guidance for re-opening schools (July 2020), this policy will be regularly reviewed in order to gauge its effectiveness and identify (and prevent) any apparent or potential patterns of poor behaviour. Any findings, amendments or consultations can then be shared with all stakeholders of the school.

**Please note that this policy should also be used in conjunction with the Attendance policy, Safeguarding policy, Exclusion and Anti-Bullying policy.**

## APPENDIX 1

### Ludlow Primary School Dojo Award System

#### Rationale

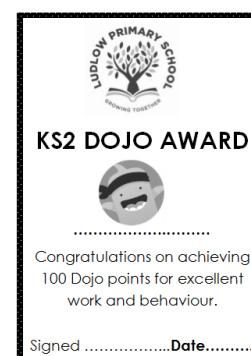
The Dojo Award system aims to streamline and simplify our whole school behaviour system whilst still acknowledging individual positive attitudes and good work.

Ludlow Primary School, as part of its aims to moderate and improve the behaviour of its pupils, includes the positive approach of praise, encouragement, incentives and inducements. "Green card" behaviour is the expected standard of behaviour within the school, and the award of "Above and Beyond" seeks to acknowledge pupils who have shown additional positive behaviour during a particular day. However, we have developed the Dojo Award system as an enhancement to acknowledge individual positive behaviours and good work demonstrated by pupils throughout the day.

#### How it works

- The Dojo Award system replaces all other reward systems (merits, stars etc).
- Each teacher should set up their current class on Class Dojo and do everything they can to ensure parents are signed up to the Dojo system.
- There are three levels of Dojo Award:

Bronze	=	1 Dojo point
Silver	=	3 Dojo points
Gold	=	5 Dojo points
- Once a child has achieved 50 points in the Foundation/Key Stage 1 stage and 100 Dojo points in Key Stage 2, they are issued with a yellow (F&KS1) and blue (KS2) Dojo Award certificate, signed by the class teacher.
- Parents who have signed up to the Class Dojo system will see when their child has been allocated an award but will not know specifically what the award is for.
- Awards are issued by the class teacher and s/he will decide what level of award the behaviour warrants.
- Awards can be given in written work/books by developing an appropriate symbol (e.g. B, S or G)



- Awards can be issued by any adult working within the school. In Foundation/Key Stage 1, the use of stickers/stars etc will be used by adults outside the child's usual classroom environment.
- In Foundation/Key Stage 1, it is acknowledged that children may need to receive more frequent acknowledgement of good learning behaviours.

**Ludlow Primary Conflict Resolution Strategies**

Remember that some children come to school with a range of anxieties which is often caused by the gradual build-up of worries. An analogy would be the “stress bucket” where “worries” drip into it, one on top of the other, until it overflows and results in significant anxiety and potential unwanted behaviours. Whilst being clear that some behaviours are not acceptable, be mindful of adding to a child’s anxieties during interactions with them.

- Approach calmly and with an open mind
- Get down to child’s level
- Acknowledge their feelings ‘I can see you are angry/sad/upset/annoyed’
- Gather information from both sides ‘What’s the problem?’
- Restate the problem ‘So, the problem is.....’
- Find out what happened, listening calmly to both sides ‘What happened?’, ‘Why/how did that happen?’, ‘How did that make you feel?’, ‘How would that make you feel?’
- Ask for the solution and choose one together ‘I wonder what we can do to solve the problem/help you feel better?’, ‘What could you do to help?’ (NEVER silly or naughty girl/boy- criticise the behaviour NOT the child)
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g. modelling language to use
- Follow up ‘Has that helped?’, ‘How do you feel now?’, ‘What could you do next time?’
- Use a problem solving support sheet (Appendix 3) to talk through the problem and reflect on alternative courses of action.

# Problem Solving

What happened?

What did you do?

What could you have done instead?

What was the consequence?

How did it make you feel?

How would you feel then?

What would the consequence be now?

Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.

The worksheet is a flowchart for problem-solving. It starts with a central box labeled 'What happened?'. An arrow points from this box to a box labeled 'What did you do?'. Another arrow points from the 'What happened?' box to a box labeled 'What could you have done instead?'. Below the 'What did you do?' box is a box labeled 'What was the consequence?'. Below the 'What could you have done instead?' box is a box labeled 'What would the consequence be now?'. Between the 'What did you do?' and 'What was the consequence?' boxes is a question mark and the text 'How did it make you feel?'. Below this is a stick figure with an arrow pointing to it. Between the 'What could you have done instead?' and 'What would the consequence be now?' boxes is a question mark and the text 'How would you feel then?'. Below this is another stick figure with an arrow pointing to it. At the bottom center is the 'elsa support' logo. A speech bubble at the top right contains the text: 'Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.'

