

Ladywood Primary School



Behaviour Policy
January 2025

Aims

At Ladywood Primary School the development of positive social, emotional and learning behaviours is at the heart of our behaviour approaches and procedures. We pride ourselves in our understanding of social and emotional development and this is embedded within all our approaches and our ethos.

Our aim is to ensure that every one of our pupils has the opportunity to learn and develop as rapidly as they can. To allow this to happen we strive to ensure a safe, purposeful, orderly and happy atmosphere where everyone feels special and has their needs met. We believe that children learn best within positive, trusting relationships and our Behaviour Curriculum reflects this.

We recognise that behaviours can be learned within our cognitive awareness, but also that they can be unconscious, patterned, defence or discharge responses and might feel overwhelming. We understand that attentive and supporting adults working in relationship with children are required in order to recognise behaviour and identify the underlying needs and respond in appropriate ways. All adults in the school set good examples of behaviour and strive to give both rewards and sanctions as fairly as possible. Every adult involved with the school, including helpers and parents have to work to raise standards of behaviour if we are to be successful in our aims. We must all be proactive in following and modelling the schools code of conduct.

Intent

At Ladywood Primary School our schools Core Values of confidence, resilience, enthusiasm, curiosity, articulation and respect are woven through our Behaviour Curriculum. Exemplary behaviour to be an unspoken expectation through:

- Creating a calm and purposeful environment in which teaching and learning can take place and children feel safe and special.
- Developing positive relationships where adults are open, trustworthy and observant.
- Promoting an environment where children and adults treat themselves and each other with respect.
- Enabling children to understand, regulate and manage emotions.
- Encouraging children to build tolerance, make good choices and take responsibility.

Implementation

Our expectations for all children are made clear through our **School Code of Conduct**:

- Do be kind and helpful - Don't hurt people's feelings.
- Do be gentle - Don't hurt anyone.
- Do listen - Don't Interrupt.
- Do work hard - Don't waste your own or other people's time.
- Do be honest - Don't cover up the truth.
- Do look after property - Don't waste or damage things.

The children will be taught and reminded of our code of conduct through clear routines, systems, the Incredible Me program, personal development lessons, assemblies and teacher modelling.

At Ladywood Primary School positive nurturing, respectful social interactions with pupils are key features of our school ethos. We are proactive in ensuring children think about and are reminded of their behaviour. We believe in praising positive behaviour, we aim to ensure praise is sincere and genuine, proactive, fair, specific and explicit.

Our positive approaches to behaviour are a constant part of our provision and include:

- Attentive observant adults checking in with children issuing personal comments to make our pupils feel special in addition to regular smiles, verbal praise and stickers.
- Noticing good choices through verbal feedback, being explicit and descriptive.
- Praise postcards sent home
- Raffle tickets are issued for good behaviour and choices, which will be drawn out in classes at the end of each week where one child per class will receive a prize.
- All classes display a daily personal reward and sanction display in which children can move up and down throughout the day. Rewards are given at the end of the day according to where each child is on the chart.
- Two children from each class receive a **Special Mention Certificate** each week and one child from each class receives an **Always Child Certificate**. These may be for academic achievements or to praise good behaviour and positive attitudes.

Talk for life

Talk for life is an important feature of Ladywood. Each day children are greeted in a way that suits them ie a hug, a high 5, a fist pump etc. Children indicate their feelings using feelings spoons which enable adults to quickly respond to any children who may require some emotional support and regulation to start the school day. One to one time is facilitated for any child who indicates that they are sad and need time to talk to an adult. Throughout the day regular check ins are carried out with all pupils.

Talk for Learning

Within lessons Talk for Learning strategies ensure consistency and whole class participation. Symbols for Team Stop and for Think, Pair, Share (talk to your partner) are used throughout school in all classes. Engagement and participation strategies (choral response, popcorn, word wave etc) ensure all pupils are attentive and take part in the learning process thus promoting high expectations within classroom.

Playtimes and Dinner Times

TAs support pupils at playtime and lunchtimes and ensure positive reinforcement is consistent during the free time sessions of the school day. TAs work with class adults and classroom reward systems to maintain a seamless approach to behaviour management throughout the school day.

Sanctions

At Ladywood Primary School we believe that sanctions must be proportionate to the incidents. CPOMS will be updated each step by the adult issuing the sanction. Sanctions should be timely, fair, and consistent and focus on behaviour shown rather than the pupil. Our sanction steps are as follows:

STEP 1 - An adult will give you a quiet reminder.

The aim of this is to support but not shame a child.

STEP 2 - An adult will help you to make a better choice and give visual or verbal reminders such as 'walking feet'.

The aim of this is to give an alternative positive choice.

STEP 3 - Reflection time with a class adult in the classroom or an available quiet, private space at either playtime or for up to 15 minutes of dinner time.

The aim of this is for the class adult to bring the child close and speak about the behaviour which was inappropriate and to establish a better course of action in the future. Please note the school office and staff room are not to be used for this purpose.

STEP 4 - Removal to another class or communal space with independent work to complete and your Class Teacher will speak to your Parent(s)/Carer(s).

This aim of this is to stop disruption that the child is causing within their own classroom and keep parents fully informed to develop a consistent home school approach.

STEP 5 - A member of the SLT will speak to you and your Parent(s)/Carers(s) if inappropriate behaviour continues and decide follow up sanctions or actions.

The aim of this is to take further action as required and regular Behaviour Meetings will commence if necessary.

Extreme Incidents

In the case of an extreme incident, it may be necessary on the grounds of health and safety to move straight to **STEP 3** and have reflection time with a class adult. It may be necessary to involve the SLT and/or follow the LA suspension procedures in **some instances**.

Given the right encouragement and role models from home and school as well as a well-balanced system of rewards and sanctions, we hope to enable all our children to develop positive behavioural patterns and advance their social and emotional learning.

Links to Safeguarding

The Senior Leaders at Ladywood will confiscate any mobile phones or similar devices and may search pupil belongings if appropriate. Similarly, any item which could constitute as a weapon or a threat to pupil/staff safety, ie knives, drugs, will be confiscated. Possession of any of the above could be deemed an extreme incident and the Behaviour Policy will be followed accordingly.

Behaviour Meetings

At times it is necessary to hold Behaviour Meetings between Parents, Pupils, Class teachers, the Inclusion Manager and the Head. During these meetings we set targets which apply to both home and school in order to promote both positive behaviour management and a joined-up home/school approach. Follow up meetings are scheduled to monitor progress.

Whole school routines

Stop Signal

Reason: Stop the children and get ready to listen

Steps: The adult will put up their hand into a stop position. Once the hand signal appears you must stop what you are doing. The adult will wait (5 seconds) before giving their instructions. When the adult puts up their hand, they may prompt you by praising the correct behaviour.

My turn your turn

Reason: Model turn taking and choral responses during teacher modelling.

Steps: My turn - the teacher talks. Your turn - the pupils talk/choral response.

Good learning behaviours

Reason: To ensure all pupils are attentive during class teacher/ adult modelling.

Steps: Listening ears, magnet eyes, all eyes on me.

Whole Class participation approach using Talk for Learning strategies

Reason: To encourage participation of all pupils

Steps: A variety of strategies are used to encourage all children to participate in learning activities such as Think, Pair, Share, Word Wave, Popcorn, Choral Response, Silent Signal etc.

PE transitions

Reason: All children stop and listen in PE.

Steps: Blow the whistle once and stop. Blow the whistle three times to move into a shoulder-to-shoulder line so adults can see all children. Count down 5,4,3,2,1 for the children to show the teachers they are ready

End of playtime

Reason: children return to the classroom after playtime.

Steps: The bell will ring for the first time and the children stop. The bell will ring for the second time and the children walk into class calmly and sensibly.

Lining up and walking

Reason: To be safe on our school site, respect each other and ready to learn.

Steps: Forward facing, walking in a straight line, hands by side, without talking, an adult led line, walking in single file.

Three-part instructions for transitions

Reason: To be safe on our school site, respect each other and be ready to learn.

Steps: Children follow the 3-part instructions for transitions.

Lining up

1. Stand up from the desk
2. Truck your chair under
3. Silent line and be ready

Moving to the table

1. Stand up from the carpet
2. Go to your table spot
3. Sit down and be ready

Moving to the carpet

1. Stand up from desk and tuck in chair
2. Go and stand at your carpet place
3. Sit down and be ready

Entering Assembly

Reason: Entering the hall for assembly.

Steps: Calm music play while children enter the hall and stand facing forward and lips together. Sit when signalled to by an adult.

Dining Hall behaviours

Reason: To control the volume in the dining hall and remind children to use good manners.

Steps: Adults will encourage children to use quiet indoor voices. Adults to model use of good manners. Children to be praised for use of good manners. Children will be asked to remove hoods and hats. Adults will support children to use cutlery correctly.

Impact

The delivery of our Behaviour Curriculum is monitored by the Senior Leadership Team and the Governors, who complete learning walks identify examples of best practice and share these with staff and ensure all staff adhere to the procedures and routines detailed in the behaviour curriculum.

At Ladywood Primary we use CPOMS to record all behaviour incidents and the senior leaders, SENDCos and the inclusion manager will monitor trends for groups and individuals and support ensure targeted support is put into place to address them.

As part of our monitoring, we will be talking to the children about the Behaviour Curriculum, the routines and the impact it has on their learning. We ask them questions relating to our core values.

Monitoring and Review

This policy will be monitored and reviewed on a bi-annual basis, or in the event of national and local developments.

Policy updated by: Mrs Grainger-Roystone and Mrs McQuillan - January 2025

Policy review date: January 2027



Ladywood Primary School

Our behaviour sanctions:

Children who break our school rules will adhere the following steps.

STEP 1 - An adult will give you a quiet reminder.

STEP 2 - An adult will help you to make a better choice using visual or verbal reminders.

STEP 3 - Reflection time with a class adult in the classroom or available quiet space.

(playtime or up to 15 minutes dinner time).

STEP 4 - Removal to another class with work and your Class Teacher will speak to your Parent(s)/Carer(s).

STEP 5 - A member of the SLT will speak to you and your Parent(s)/Carers(s) if inappropriate behaviour continues and decide further sanctions or actions.

*In the case of extreme incident it may be necessary on the grounds of health and safety to move straight to **STEP 3** and have reflection time with an adult.*



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Our School Code of Conduct:

- Do be kind and helpful - Don't hurt people's feelings.
- Do be gentle - Don't hurt anyone.
- Do listen - Don't Interrupt.
- Do work hard - Don't waste your own or other people's time.
- Do be honest - Don't cover up the truth.
- Do look after property - Don't waste or damage things.

We all need to follow our code of conduct then our school will be a happy, caring place where we can all feel safe and respected and learning can take place.

School values poster

