

Behaviour Policy



Ratified by Governors: 18th March 2016

Review Dates: 18th March 2017, 17th March 2018, 23rd October 2019

Ludworth Primary School

Behaviour Policy

At Ludworth Primary School: “Behaviour is good. Pupils enjoy learning and want to do well. In the playground they play together harmoniously with the range of interesting activities which are available. Pupils feel safe. Those who are new to the school are helped to settle quickly and make new friends.”

Ofsted July 2014

We are proud of our school and continue to work together to promote and maintain high standards of behaviour. A working party consisting of the school council, a Lunchtime supervisor and staff member and the link governor for behaviour and safety met to set out the principles and values of this policy.

Principles and Values:

- Everyone in school will strive to adhere to the British Values of Mutual Respect and Tolerance towards others
- The fundamental approach is a positive one, rewarding good behaviour
- To take care of all school equipment and resources responsibly and safely
- To be respectful and polite with others
- Listen to one another and give opportunities for each person to share their thoughts and ideas

Managing behaviour

Ludworth’s ‘Snakes and Ladders’

Every class uses a reward and consequence system called ‘Ludworth Snakes and Ladders’. This is displayed visually in every room and links closely to our ‘house points’ system. House points are awarded for behaviour and learning as set out below:

House Points	Examples of award reasons
3	Wow! Excellent role model. Consistently kind and helpful – model pupil – amazing work or deed.
2	As one but repeated and more consistent.
1	On task – good work – good answers – independence – tidying – good attitude – good manners etc.

House points are used on an individual basis to allow the children to climb the good behaviour ladder. They are also added to the appropriate house so that the house at the

end of the year who has accumulated the most points can celebrate together. Star of the week awards also add to this house total.

Below are the consequence ladders displayed and used in every room:



7. 60 house points gets you a golden invitation to a special event!

6. 45 house points gets you here. A post card goes to your parents.

5. 35 house points to get here. Sent to head teacher for dippy box prize.

4. 25 house points to get here. Sent to head teacher for praise.

3. 15 house points to get here. Certificate from your teacher.

2. 5 house points gets you to here! You're on your way to big rewards!

1. Praise from teacher.

0. Everyone starts here every half term.



7. Parents invited to meeting with head teacher.

6. Text home.

5. Time out with head teacher.

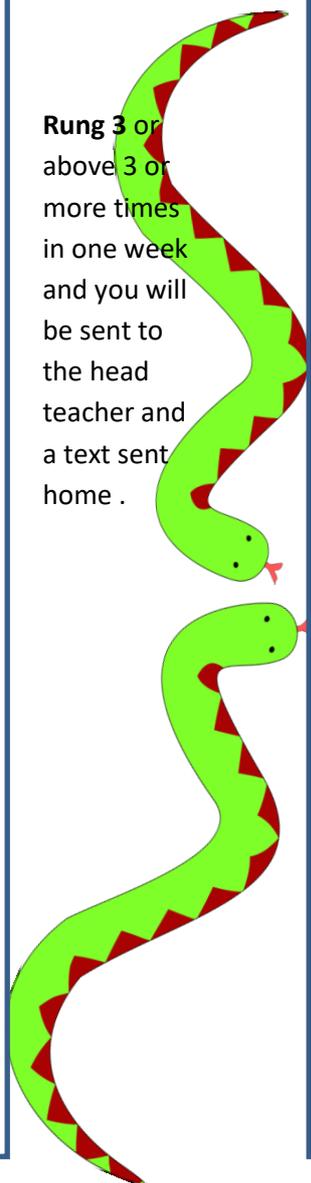
4. Miss whole break.

3. Miss 5 minutes break – snake down to 0 on green ladder.

2. 5 minutes time out.

1. Verbal warning.

0. Everyone starts here every day.



Rung 3 or above 3 or more times in one week and you will be sent to the head teacher and a text sent home .

House point charts are used to record how many points each child has. If a child reaches rung 3 on the red ladder and therefore has to return to 0 on the green ladder, they will lose the housepoints they have gained so that only children who have consistently displayed good behaviour can reach rung 7 and receive a golden invitation.

Co-operative Learning

The school have adopted the concept of **Co-operative Learning** and use a system of hand signals to show when they are ready to learn, listen actively and stop. The principle is that if something is worth asking then everyone should listen and respond accordingly.

The use of House points for the three teams of Cathedral, Tower and Castle are collated weekly and the winning team will receive a treat at the end of the year. There are individual prizes for pupils each half term based on their own points collected as well as a Star of the Week who gets a visual 'explosion' on the main hall chart.

A system of **Restorative justice** is employed in school. When physical aggression is displayed the pupil(s) are automatically referred to the Headteacher or SLT in her absence. The discussion focuses around how blame should be apportioned and an agreement reached. The pupil(s) will apologise, promise not to repeat the action and decide what action they can take to make amends e.g. help the other person complete a task. Parents are informed via a text but if incidents persist then the parent will be invited to come into school to discuss it and agree a behaviour plan.

At break times and lunchtimes:

The school is developing children's play skills at playtimes with support from a charity called OPAL (Outdoor Play and Learning). This provides children with a number of activities and equipment for their use and keep them actively engaged.

The Bully Busters scheme has been set up for pupils to help mediate during break times. They can assist staff on duty with organising resources, helping a pupil find a play friend and with minor disputes. The school council will administer the scheme initially and there will be reviews of the scheme regularly.

Equality of provision

Some children have Special educational needs or a disability (SEND) which makes some of the above strategies ineffective. Those children who have severe or profound emotional or behavioural difficulties may benefit from alternative rewards and sanctions in order to help their development. These would be developed and employed in place of other strategies as and when appropriate.

There are a number of other agencies such as Behaviour Support Services and Crisis Response as well as the PSA (Parent Support Advisor). If behaviour becomes a constant problem, these services will be called upon for support and advice.

The Headteacher, SLT and Governors will continue to monitor behaviour in school and review this policy annually.