

Behaviour Policy

Lakeside Primary School



“Believe, Aspire and Achieve.”

Reviewed December 2017
Review Date December 2018

Behaviour Policy

Vision Statement

“Believe, Aspire and Achieve”

Lakeside Primary School is a happy, caring school where everyone is valued, respected and supported to believe in themselves, aim high and achieve success in all that they do.

Children are supported to develop self-belief, positive attitudes and behaviours for learning as “Lakeside Learners”. Central to our ethos is the belief that “Attitude=Altitude” and that, with effort, all things are possible.

Rationale

The staff at Lakeside Primary School is committed to providing a safe and secure learning environment for children. We want all of the children in our care to enjoy their learning and celebrate their success.

We believe that high standards of behaviour are vital to achieving this success.

Aims

- ✓ To create a positive and secure learning environment in which effective learning can take place
- ✓ To ensure the safety and well-being of all
- ✓ To ensure high standards of behaviour, based upon fairness, consideration and mutual respect
- ✓ To encourage everyone to demonstrate positive values and attitudes
- ✓ To promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Our school community needs commonly accepted codes of conduct, rules and procedures. These are based on the principles of rights, responsibilities and informed choices, which protect the rights of teachers to teach, children to learn and of everyone to feel safe and respected. To this end, we reinforce our four key values and school rules:-

Values

Respect
Kindness
Responsibility
Endeavour

Rules

Show respect
Be Kind
Behave sensibly
Always try your best

Broad Guidelines

All staff accept their shared responsibility for promoting good behaviour by all children throughout the school and for consistent implementation of this policy.

All staff will form positive relationships with the children so that pupils feel valued and respected within a framework of clear expectation and boundaries.

We will:

- ✓ have high expectations of behaviour
- ✓ ensure adults model appropriate and respectful behaviour
- ✓ celebrate achievement and success, rewarding good behaviour and diverting pupils from inappropriate behaviour
- ✓ deal with inappropriate behaviour
- ✓ share our school rules and behaviour policy with all those involved with the school
- ✓ promote a sense of self-discipline, where everyone accepts responsibility for their own actions and has proper regard for authority
- ✓ teach children to understand and take responsibility for each other's wellbeing
- ✓ promote equal opportunities
- ✓ work to prevent and deal with bullying and racist incidents

We will:

- ✓ take issues of discipline and behaviour seriously
- ✓ be fair and consistent
- ✓ make decisions after considering all the facts

Whenever possible we will:

- ✓ respect the confidentiality of others
- ✓ resolve issues within a specified time
- ✓ involve pupils in conflict resolution using restorative approaches

Pastoral Care

All adults are responsible for the pastoral care of children throughout the school in a school environment where all adults share responsibility for the welfare of pupils. All staff will form positive relationships with the children so that pupils feel valued and respected within a framework of clear expectation and boundaries.

Home/School Relationships

The relationship between home and school is extremely important. Communication with and support from home are crucial. Strategies including communication diaries, text messages, notes home and the website are used to share positive messages and concerns. We share the school's approach to behaviour management with parents/carers in the Home School Agreement and through publication of our policy on the school website and we seek to involve them in supporting their children to achieve agreed standards of behaviour. In some cases this may be formalised in an Individual Behaviour Contract and/or a Positive Handling Plan. (see below). Action may also include the support of outside agencies. Parent support in a range of forms is available through our Parent Support Advisor, Attendance Officer and Thrive practitioners.

Teaching and Learning and the Quality of the Curriculum

At Lakeside we understand how the quality of teaching the children experience has a significant effect on their behaviour. We achieve high standards of pupil behaviour through well planned and stimulating lessons, where teacher expectations of learning and conduct are high and work is well matched to pupils' abilities and learning needs. Classrooms are organised and managed effectively; there are clear, predictable routines and staff are proactive in planning for good behaviour. Adults provide good role models, praise and rewards.

Children are helped to develop social and co-operative skills and British values and to explore issues in a variety of ways and using varied teaching styles. These include class based talk partners and group activities, the School Council, playtime activities, PSHE, Circle Time, assemblies and Thrive activities. The concepts of rights and responsibilities are actively taught. Children needing more focussed or individual intervention are supported through specific programmes including the Webster Stratton and Thrive programmes.

Responsibilities

Consulting and giving children "special responsibilities" such as monitors, school councillors, playground leaders and house captains encourages and acknowledges good behaviour and are important tools to raise self-esteem.

What is unacceptable behaviour?

Disrespectful behaviour towards anyone in school is unacceptable.

Minor Offence - Amber

- Inappropriate talking
- Running in and around school
- Shouting in and around school
- Not listening to an adult
- Pushing and shoving
- Bad manners – eg shrugging, lounging, tutting, answering back, burping
- Isolated/mild name calling
- Bringing banned things to school
- Not applying themselves
- Leaving an area of the school without permission

In these instances, children must be given a verbal warning and explanation of how to correct their behavior in line with Step 1 of the Consequences Ladder below.

Major Offences - Red

- Swearing
- Vandalism

- Climbing fences
- Entering school outside normal hours
- Leaving the school premises
- Stealing
- Bringing dangerous items to school
- Fighting
- Assault of a member of staff
- Racist or homophobic remarks/offensive name calling
- Telling lies
- Continued disobedience or insolence
- Persistent amber offences
- Spitting
- Throwing things
- Intimidating or threatening behaviour
- Extortion
- Hitting/ kicking/scratching or biting
- Bullying – including cyber-bullying

These will be displayed in all KS2 classrooms as a reference for pupils, staff and visitors, including supply teachers.

Recording, Monitoring and Informing

- Teachers and lunchtime supervisors will maintain classroom and lunchtime logs of children who have been in red to monitor the frequency of incidents. These will be kept in easily accessible locations in classrooms near to the Behaviours List. The Lunchtime Log will be kept with the “Colours Cards”.
- These will be used to update an alphabetical file in the Thinking Room to monitor the frequency of incidents involving individual children.
- Children with persistent bad behaviour and are issued with a Behaviour Book in consultation with the Headteacher. A history of behavior incidents should be recorded on CPOMS prior to issuing a Behaviour Book. This will be used to record their behaviour (good and bad) and to secure partnership working to improve the child’s behavior with parents.
- The Thinking Room Log will record and monitor those children with a Behaviour Book. The Learning Mentor must therefore be made aware when children are issued with a Behaviour Book and will monitor progress towards targets weekly.
- This information will be shared with all adults working in the school at weekly briefing meetings.
- Serious and persistent behaviours will be recorded on CPOMS and/or a Persistent Behaviour Tally Sheet.
- Governors are informed of persistent behaviour problems or exclusions
- Where children have an Individual Behaviour Plan, or Individual Behaviour Contract with parents, their progress towards specific targets will be monitored.
- Home/school communication books may be used at the teacher’s discretion.

Strategies for Promoting Good Behaviour and Rewards

Praise and rewards are used to recognise children's achievements, to acknowledge and reinforce appropriate behaviour and to maintain the positive school climate.

We believe that the most powerful rewards come from emotional feedback, providing children with messages of acceptance, belonging and confirmation that they are valued. We also recognise that whilst sanctions can limit pupil's behaviour, it is praise and rewards which have most impact in changing it. Use of the following rewards should therefore outweigh the use of sanctions in achieving high standards of behaviour.

Circle times are used to enable children to reflect on what everyone needs to give of their best and how these needs can be met. They can be used to review incidents and encourage shared responsibility for other's well being. Structured Circle Times use games and activities to develop social and emotional skills, co-operation, communication and self esteem.

- All adults will make the most of opportunities to acknowledge and praise good behaviour.
- Rewards for good behaviour are flexible and should be based on what works for our children

In the Foundation Stage:

- The children will be given stickers for good behaviour or work
- "Fantastic Fish" children have the privilege of taking home a class doll for the week.

In Key Stage 1:

- Good work and behaviour will be rewarded with a stamp on an achievement card
- For every 10 stamps the children will be given a certificate

In Key Stage 2:

- Good behaviour and work are rewarded with house points
- House points will be recorded in each class and at lunchtimes and added to the running total for each house every Friday
- Half termly, the house with the most points will be awarded an activities session. At the end of the year the winning house is rewarded with a trip to the cinema.
- Children who have not entered the 'red' zone twice in a week will have an extra playtime.
- **All Key Stage 2 classes operate a "Good to be Green" system in which children who stay in green for the whole week receive a stamp on a card. Children with 10 stamps receive a small reward.**
- KS2 children who have not been in red more than 3 times in a term are invited to a free disco.

Whole School:

Weekly, each teacher and the Senior Lunchtime Supervisors will nominate a child to receive a 'Fantastic Fish' award for outstanding work or behaviour

during Friday's Whole School Celebration Assembly. "Fantastic Fish" children enjoy the privilege of sitting at the special "Blue Table" at lunchtimes. Children from all phases are selected to attend a lunchtime club in the Rainbow Bright building. Teachers will send home positive messages using "Praise Pads or Postcards" or text messages.

Strategies for Dealing with Inappropriate Behaviour and Sanctions

We endeavour to pre-empt and de-escalate challenging behaviour wherever possible. Inappropriate behaviour will be checked and persistent inappropriate behaviour will be dealt with robustly through a combination of challenge and support. Identified staff are trained in TEAMteach de-escalation strategies and positive handling techniques which are **used as a last resort**.

Children are encouraged to take responsibility for resolving conflicts arising from their inappropriate behaviour through restorative meetings to explore incidents, their impact on others and what needs to happen to repair harm.

Sanctions

In the Foundation Stage and Key Stage 1:

- All children's names will be recorded on a chart with a sunshine, a cloud and a storm cloud
- At the beginning of each day all names will be under the sunshine
- If a child demonstrates inappropriate behaviour their name will be moved to the next cloud
- If a child demonstrates good behaviour their name will be moved back a step
- If a child's name is put under the storm cloud they will miss part or all of a break
- If a child appears in the 'storm cloud zone' regularly they will be sent to the Head's Office and will be referred to the Learning Mentor.
- Persistent bad behaviour will be discussed with parents and support plans or Behaviour Improvement Plans will be initiated with the involvement of the PSA and Learning Mentor.
- If there is no improvement in their behaviour, a meeting with parents/ carers will be arranged to formulate an individual 'Behaviour Improvement Plan' which may include an Individual Behaviour Contract with parents and/or support from outside agencies.

In Key Stage 2:

- The same strategies as above will be used but the children's names will be recorded on a chart with green, amber and red traffic lights.
- At the beginning of each day all names will be green
- If a child demonstrates inappropriate behaviour children will first be given a verbal warning. If behaviour persists their name will be moved to amber or red depending on the seriousness of the offence. Children who then demonstrate good behaviour will be moved back from amber or red to green at the start of the next morning or afternoon session.
- If a child's name is put into red they will miss the next morning break in the Thinking Room.
- Children who have been in red **twice** in one week will spend Friday's extra play in the Thinking Room

- Repeated offenders will be issued with a Behaviour Book and this will be recorded in the Thinking Room Log. They will be sent to the Head and will be referred to the Learning Mentor/Thrive Practitioner.
- Persistent bad behaviour will be discussed with parents and support plans or Behaviour Improvement Plans will be initiated with the involvement of the PSA and Learning Mentor/Thrive Practitioner.
- If there is no improvement in their behaviour, a meeting with parents/ carers will be arranged to formulate an individual 'Behaviour Improvement Plan' which may include an Individual Behaviour Contract with parents and/or support from outside agencies.

Inevitably, there must be some flexibility in following this hierarchy of sanctions to respond to the severity or persistence of behaviour incidents.

The 'Thinking Room'

A classroom will be used for children to sit at during playtimes and lunchtimes to reflect on their behaviour. They will be asked to reflect on their motives, thoughts and feelings leading to the inappropriate behaviour and record the consequences and impact of their actions on others to gain a better understanding of why they are unacceptable. This will be retained in the Thinking Room Log. They will also be expected to take a problem solving approach to identify strategies to put things right and avoid repetition.

Equal Opportunities

We are an inclusive school. There will be reasonable adjustments of policy and practice in order to meet diverse needs and ensure equality of opportunity. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. (See Equality Policy)

Support Systems

We recognise that most inappropriate behaviour arises from unmet needs and that some children need additional support in managing their behaviour. Identified children in KS1 are helped to develop social and communication skills and emotional literacy through the Webster Stratton programme. Our Learning Mentor and Thrive practitioners provide 1:1 behaviour and anger management programmes and lunchtime sessions to work with identified children. All staff are made aware of pupils with additional needs and specific strategies using a classroom notebook. Class based support staff will ensure supply teachers are aware of children with specific needs. We work closely with other agencies to provide additional support for children with complex needs.

Health and Safety

When risk assessing activities we recognize that reasonable adjustments may not always be sufficient to enable all children to take part in every activity if their behaviour presents a risk to themselves or others.

At Lakeside Primary School we have high expectations of behaviour. We do not tolerate inappropriate behaviour, including incidents of bullying and racial abuse. Where it is warranted for incidents of serious and extreme behavior, we will reluctantly respond with fixed term exclusion.

This policy should be read in conjunction with the 'Anti-bullying Policy' Child Protection Policy, Safeguarding Policy, SEN Policy, PSHCE Policy, Equality Policy, Drugs Policy, Force and Restraint Policy, Staff Code of Conduct.

Child displays unacceptable behaviour

**Behaviour checked verbally
KS1 & KS2**

**Name moved to next zone on behaviour chart
KS1 & KS2.**

Children who then correct behaviour move back to green for next teaching session.

If name reaches storm cloud (KS1), child misses all or part of next break. If child reaches red (KS2) they miss next break in Thinking room

If KS2 child enters red 2 times in a week – they go to Phase Leader/Head and spend Friday extra play in Thinking Room

If child attends Friday Thinking Room repeatedly, Head issues child with behaviour book and parents are informed

**No improvement – meeting with parents/carers
“Behaviour Improvement Plan”
May involve Other Agencies**

**No improvement
Seek Involvement of Other Agencies/Fixed Term Exclusion**