



Lympstone C of E Primary School Policy: Behaviour

Version	Amendment summary	Approved by	Date approved	Date of next review
1.0	Bi -Annual review	Finance and personnel	June 2011	June 2013
2.0	Bi -Annual review	Finance and personnel	June 2013	May 2015
3.0	Annual Review	Curriculum	November 2016	November 2017
4.0	Annual Review	Curriculum	November 2017	November 2018

Rationale

We believe that the behaviour at Lympstone C of E Primary School should mirror our Core School values of

- Love
- Compassion
- Forgiveness
- Courage
- Equality
- Justice
- Peace

These values are modelled and discussed in classes and school assemblies. Children are encouraged to make good choices based on these core values.

This policy is designed to enhance the well-being of our children and reinforce choices that enable positive learning environment based on good relationships between staff, pupils and parents.

As a staff we believe that this policy is consistent and fair and matches our current practice across all classes.

Rewards

Children are regularly praised for modelling our core values and it is expected that they will do so. This will lead to stimulating and conducive learning environments within the classroom and happy, safe children who are keen to engage and share their learning with each other, their teachers and parents.

When children are praised they may have

- Positive verbal feedback
- A sticker
- Be asked to show their work to another teacher or The Headteacher
- Be awarded a certificate

Over time, children collect effort points on an effort card. When this is completed (30 stickers) they will be awarded an effort certificate in assembly.

Each week, there are two stars from the week from each class, these are children who have worked hard, overcome adversity or shown great citizenship. They will be given a badge/certificate and celebrated in school assembly on Friday.

At the end of the year awards are given to children from each class for

- Progress
- Attainment
- Citizenship

Every class collects points or items towards a joint class rewards for everyone, this is usually once a term.

Sanctions

At times, children find it challenging to remember the School values and need to be reminded of the importance of making good choices. The following steps are followed consistently in each class

These steps are shown visibly in each classroom via a colour chart.

- 1. THINK – verbal warning, explaining to children that they need to stop or start doing something
- 2. MOVE – children are asked to move within the classroom to a place where they and others can focus on their work
- 3. LEAVE – Children are asked to leave the room and go to another class in the school for a short period of time. This allows the teacher to continue teaching the class without disruption and allow the individual to consider how to turn their day around.
- There is also an opportunity to gain 'excellent' on this scale system

Persistent and serious situations

If a child has been asked to leave the class 3x in one week, then they will see the Headteacher and parents will be called in. It is most likely that this will result in a report card for a week.

There will some circumstances where a negative act is severe and the above steps will be bypassed, at this time, the Headteacher will be called for and will remove the child from the class or discuss the situation with them in more detail.

We very much value working in collaboration with parents regarding behaviour and teachers will speak to parents at collecting time if they feel it necessary or if a child has been sent out.

When behaviour is of a danger to others or unacceptable (fighting, swearing, anger driven) then an internal exclusion will apply.

In extreme cases that are in line with County procedure, a fixed term or permanent exclusion may take place.

Any concerns regarding behaviour should be addressed with the class teacher in the first instance.

At times, allowances are made for individual need and circumstance.