

Aim:

Our aim is that all of the children at Lakeside Primary School behave in a socially acceptable way to help them learn and be good members of our school and community.

To be socially acceptable, it means that we think of others, that we respect and follow rules, know and understand why we have rules and want to be proud of our behaviour and attitudes.

At Lakeside we will see:

Children being respectful towards and listening to all adults

All adults respecting and listening to all children

To ensure this, all staff will:

- Have a responsibility to manage the behaviour of all children at all times
- treat all children and adults with respect
- display the five rules, rewards and consequences and use as an integral part of everyday teaching
- encourage children to earn their golden time
- have effective behavioural strategies to use with children when needed
- ensure all other adults in the class know the strategies used for consistency of practice
- have a positive approach to children in all aspects of their school life, so that they understand that they are liked and valued
- explain to children what they should have done or said when they get it wrong and how they might do it differently next time
- tell parents about their child's efforts and achievements
- model the behaviours you expect of children

The Five Rules:

All children will follow five simple rules:

- We will follow directions from all adults
- We will keep our hands, feet and unkind words to ourselves
- We will walk sensibly and quietly in the corridors
- We will always try our best to be good learners
- We will look after our school

We will not accept:

- Dishonesty
- Bullying of any kind- including name calling, threats and intimidation
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Abusive or foul language to anyone
- Damage to property, including graffiti and damage to toilets
- Disruption to lessons
- Inappropriate behaviour to others
- Answering back
- Not doing as asked first time
- Running in corridors

If rules are not adhered to:

Explanation and warning: (STEP ONE)

- We will tell the child that it is wrong and explain what they should have done or said [or not said].
- If the behaviour is repeated, the child will be reminded once more as above.

Reflecting on changing behaviour: (STEP TWO)

- Moved to a thinking table, draw or write what was unacceptable about their behaviour
- Talk to child when appropriate as soon as possible after they have sat on the thinking table
- If the behaviour continues or you feel it relevant, speak to the parents with the child at the end of the school day or over the telephone with the child present.
- All records must be dated and initialled and logged on SIMS. Patterns of persistent poor behaviour can be identified. Such evidence will be required when talking to parents or in the referral of a child to the Educational Psychologist or to the Behaviour Support Team.

Senior Management Leader Involvement (STEP THREE)

- Time out in SML's classroom
- SML ensure behaviour is logged on SIMS
- Parental support: Parents to be informed at this stage if the class teacher has not already done so
- SML to decide on appropriate consequence (loss of playtime, golden time etc)

Deputy Headteacher/Headteacher (STEP FOUR)

In extreme cases or persistently inappropriate behaviour, refer straight to Head/Deputy

Exclusion

It is envisaged that exclusion, partial or permanent, of a child from this school should only happen rarely, if ever. However, the option of exclusion should exist to cater for the extremes of behaviour that could occasionally occur. All of these should be dealt with by The Head Teacher. Lakeside School follows the guidance and procedures as set out by Staffordshire LA.

In certain circumstances, children may be placed on the SEN register for behaviour.

Persistent anti-social or dangerous behaviour cannot be tolerated and, in these circumstances, children may be entered into the system at a point further along than step 1.

Referral may be made to the Educational Psychologist or the Behaviour Support Team and CAMS may become involved. Partial (perhaps at lunchtime) or permanent exclusion from the school may be considered.

We can get help from ...

SLT

Deputy Head Teacher/SENCO Leader (who can refer to Behaviour Support, Autism Outreach CAMHS, Educational Psychologist)

Head Teacher

Rewards

School rewards can be categorised into two sections. Some will be applied on a whole school basis while others will be negotiated within a Key Stage or phase. It is vital that phase rewards are consistent throughout that phase and are age appropriate.

Whole School Rewards:

- Golden coins to be given out for following rules, good manners, helping others
- When 25 golden coins are earned, they are exchanged for a golden ticket
- Golden Ticket Shop on Fridays. Children 'spend' their golden ticket in Head Teacher's office
- 'Golden Time', 15 minutes on a Friday - Children **must earn** the right to golden time
- Key Stage 2 children can take part in a variety of activities throughout their phase
- Key Stage 1 / Foundation Children take part in activities in their own classroom
- Celebration Assemblies on Fridays
- Notes home for getting to outstanding

Other rewards are:

- Stickers on uniform for instant reward
- Verbal praise
- Certificates/ notes home

All classroom must have a visual display showing the stages from 'Ready to Learn' to outstanding/parent contact.