



LAWEFIELD PRIMARY SCHOOL

Behaviour Policy

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Our Vision

At Lawefield Primary School we aim to create a happy, caring and stimulating environment which pupils will find challenging; to develop each child as an independent and motivated learner and enable them to reach their full potential. To this end, we create a school ethos which is firmly based on mutual trust, respect and tolerance.

Our aims are:

- to create a safe and stimulating environment for everyone.
- to create a happy and orderly community in which effective learning can take place.
- to help children build their self-esteem and develop a sense of responsibility towards themselves and others.
- to develop care and mutual respect for each other and the environment.
- to help children recognise and reach their full potential.
- to work collectively so that all pupils have the best opportunity to make good progress.
- to promote good attendance and ensure the inclusion of all children.
- to meet the physical, mental, social, cultural, emotional and spiritual needs of all children.

These aims are best achieved in a relaxed, pleasant, purposeful atmosphere where children are encouraged to give their best in everything they attempt.

A positive outlook is needed by all staff in order to encourage good attitudes and to set good examples. Staff need to try and understand the reasons for children's behaviour. This is particularly important if a child is not behaving well. There are many possible reasons why this might be the case which can include illness, frustration, unhappiness or confusion. However, it is also possible that on some occasions, poor behaviour can be linked to safeguarding issues and there is a possibility that a child's poor behaviour is as a result of abuse. Staff need to be vigilant to all possibilities when they are working with children and do their best to identify the causes for changes in behaviour as quickly as they are able.

Staff attitudes and responsibilities

Staff will work together as a team to create a positive framework in which good relationships develop.

All staff are valued and make a difference by:

- Setting a good example.
- Creating an interesting and stimulating environment.
- Being sensitive and listening to individual needs.
- Using rewards and sanctions consistently.
- Being responsible for all children at all times.

Every class teacher will devise a set of rules for their own classroom with the children. These will include common themes of rights and responsibilities that reflect an effective learning environment.

School Rules

As a school we have a set of rules that all children and adults adhere to and are on display in every classroom. These are:

- Keep yourself and others safe
- Take responsibility for your own actions
- Show kindness and respect to everyone and the environment
- Always try your best

All rules will be displayed clearly in the classroom and used to encourage good standards of behaviour.

Traffic Light System in KS1 and KS2

The traffic light system is for use in the classroom and for playtimes at the discretion of the SLT, Teachers or the Learning Mentor.

- Each class has a set of 'traffic lights' consisting of red, amber, green, silver and gold rectangles displayed on the wall. There are two steps between each colour.
- At the start of each day, each child's name is placed on the green rectangle.
- If a child misbehaves in accordance with the class and/or school rules, his or her name can be moved down the traffic light towards red.
- If a child displays good behaviour/ attitude or work they can be moved up the traffic light towards Gold.
- At any point throughout the day a child can be moved up or down the traffic light depending on their behaviour. For example if a child moved down the traffic light to amber they can move back to green or beyond by displaying good behaviour/ attitude or work.
- If at any point a child is placed on amber or red this should be recorded on a behaviour sheet and passed to the office so it can be recorded on CPOMs.

Behaviours and Sanctions

Behaviour	Consequence	Sanction
Low level disruption in the classroom or minor misdemeanours.	Downward steps on the traffic light leading to amber and red.	
Teacher professional judgement on behaviour e.g. swearing at another child, nasty name calling or silly inappropriate behaviour.	Straight to Amber and recorded on the behaviour sheet.	Amber = 5 minutes missed playtime.
Physical violence/ property violation/homophobic/racist incident/ gender discrimination/ threatening behaviour and teachers professional judgement	Straight to Red and recorded on the behaviour sheet.	Red = all playtime missed.
Bullying incident.	Phone call to parents. Meeting/Intervention with the Learning mentor/Head teacher.	Playtime exclusion for 3 days and missed Golden Time
Three times on amber in one week.	Meeting with the Learning mentor/Head teacher.	Missed Golden Time
Three times on red in one week.	Phone call to parents. Intervention with the Learning mentor/Head teacher.	Internal exclusion for one day and missed Golden Time.
Minor misdemeanour at playtime e.g. name calling.	Spoken to by staff on duty.	Standing at the wall at playtime.

Early Years Traffic Light System

The traffic light system is for use in the classroom and outside area at the discretion of the SLT, Teachers or Learning Mentor.

- Each class has a set of 'traffic lights' consisting of red, amber, green and gold circles displayed on the wall.
- At the start of each day, each child's name is placed on the green circle.
- If the child misbehaves in accordance with the class and/or school rules, his or her name can be moved from green to amber or red depending on the offence.
- At any point in the day if a child is placed on **amber or red** they receive instant time out followed by a conversation about their behaviour with an adult. The time out time varies depending on the offence.
- If a child displays excellent behaviour/ attitude or work they will be moved to the gold circle and receive a special mention and a gold sticker.
- If at any point a child is placed on amber or red this should be recorded on a behaviour sheet and passed to the office so it can be recorded on CPOMs.

Behaviour	Consequence
Low level disruption in the classroom or a minor misdemeanours	Verbal warning
Repeated low level disruption or minor misdemeanour.	Amber traffic Light/ Timeout (2-5 minutes)
Swearing at another child, name calling or deliberate damage, breaking or deface resources/ environment.	Straight to amber traffic Light/ Timeout (5-7 minutes)
Physical violence/ homophobic/racist incident/ gender discrimination/ threatening behaviour.	Red Traffic Light/ Timeout (7-10 minutes)
Bullying incident	Red traffic light and phone call to parents
Three times on amber in one week.	Intervention with the Learning mentor/Head teacher.
Three times on red in one week.	Phone call to parents. Intervention with the Learning mentor/Head teacher.

The above consequences/ sanctions for both tables are a general guide and are to be used alongside talking to the child about their behaviour and explaining why it is not acceptable. Homophobic/ racist/ gender and threatening incidents will be followed up by intervention to educate children further on these issues.

All behaviour incidents will be logged on CPOMS and monitored by the Headteacher and Learning Mentor. Appropriate interventions will be put in place for children with repeated patterns of behaviour.

Rewards

- In Early Years, KS1 and Year 3 stickers and dojo points are awarded throughout the week reinforcing good work and behaviour.
- In each class, there will be a weekly Special Achievement Assembly in class where children are chosen for a special mention. This could be for good work or improved behaviour and is linked to the Lawefield Independent Learning Skills (LILS)
- In KS1 and KS2, if a child gets to Silver they will receive a LILS certificate in their weekly class assembly.
- In KS1 and KS2, if a child gets to Gold their name should be written on the 'Golden Children' sheet outside the KS2 hall. These children will receive a gold medal and a special mention in assembly.
- In Early Years children on Gold will receive a special mention in class and a gold sticker.
- In KS1 and KS2, at the end of the week there will be a Golden Time lasting between 15 and 30 minutes where the activity will be chosen by the teacher.
- One child from each class throughout school will be chosen each week and given the Golden Ticket. They will be invited to have lunch with the head and deputy on the Golden Table in the dining room.
- Celebration assemblies are held every Friday when there is not a class assembly, where children are rewarded for good reading, good writing or general good attitudes towards learning.
- At the last assembly of the half term, staff select children to receive special certificates. These are awarded for maintaining good progress and/or significant improvement in either work or behaviour. The teachers, learning mentor and SLT also each choose an 'always child' to reward those children who always work and behave well.

Individual and/or group reward systems can be used by the teacher in connection with the ones outlined in this policy.

Sanctions

Although we are aiming for positive behaviour, there will be instances when children exhibit poor behaviour and sanctions become necessary. Where possible, class teachers should deal with behaviour incidents and should only escalate to SLT or the Learning Mentor for serious or repeated offences. Positive behaviour should be promoted through PSHE lessons (Jigsaw Scheme) within class.

Unacceptable behaviour displayed towards staff

Swearing at a member of staff will result in the child being placed on red and parents/ carers informed.

Repeated swearing at a member of staff will result in a fixed term exclusion.

Physical violence against a member of staff will result in a fixed term exclusion.

Lunchtime Behaviour

A warning system is in place for unacceptable behaviour at lunchtimes and is for use at the discretion of SLT, Lunchtime supervisors or Learning Mentor. A copy of the lunchtime warning system is present in the dinner and packed lunch hall.

- If a child misbehaves in accordance with the school rules, he or she will receive the appropriate consequence depending on the offence.
- At the end of each lunchtime, the lunchtime supervisor who witnessed the offence will fill in a behaviour sheet and pass it to the senior lunchtime supervisor.
- The consequence will be carried out immediately.
- If the child continues to display undesirable behaviour, SLT will take appropriate action (e.g. telephone parent, lunchtime exclusion).

Behaviour	Consequence
Minor misdemeanour at lunchtime e.g. name calling	Warning
Repeated minor misdemeanour at lunchtime e.g. name calling	3 warnings leading to standing against the wall for 15 minutes and recorded on behaviour sheet.
Staff professional judgement on behaviour e.g. swearing at another child, nasty name calling or silly inappropriate behaviour.	Straight to the wall for 15 minutes and recorded on behaviour sheet.
Physical violence/ property violation/homophobic/racist incident/ gender discrimination/ threatening behaviour and staffs professional judgement	Lunchtime internal exclusion Straight to time out table for the remainder of lunchtime and possibly an internal next day lunchtime exclusion and recorded on the behaviour sheet.

Anything above must be logged on CPOMS by the senior lunchtime supervisor or the Learning Mentor.

All poor behaviour will be logged on CPOMS and monitored by the Headteacher and Learning Mentor. Appropriate interventions will be put in place for the children with repeated pattern of behaviour.

Supervision of pupils

Effective and prompt supervision is important to stop any potential behaviour problems.

Supervision during the day

- At the start of every lesson, an adult must be present in classrooms to receive the children.
- No child should be sent to stand or sit outside the classroom during lesson time.
- If a member of staff has to leave the classroom, another adult must supervise in their absence.

- If a child is taken ill during the day, a member of the SLT will make the decision as to whether to inform the parents. **If the child is sent home relevant staff must be informed immediately.**
- Children must not be allowed to leave the premises without permission. If a child does so, a member of the SLT must be informed immediately.

Supervision during break

- The teacher on duty **must arrive promptly** in the playground and children must not go outside until the teacher is present.
- The outside doors will be closed during break. The class TA must be in the cloakroom as break begins and at the end of break to ensure that children behave sensibly and ensure a quick transition.
- **All staff** are responsible for ensuring that the majority of children have gone out to break before going to the staffroom.
- **All staff** must collect their classes from the playground promptly at 11am. No warning will be given.
- During wet playtimes, children stay in their classrooms under adult supervision (with this responsibility being shared so that all adults have a break).

Lunchtime supervision

- The Senior Supervisor and Supervisory Assistants will have responsibility for lunchtime supervision. During wet lunchtimes, a film may be shown in a classroom or hall.
- If sufficient Supervisory Assistants are available, appropriate activities can be supervised in classrooms.

Children absconding from school

- In this event, a message should be sent to the school office immediately giving the name of the child and the direction in which they are heading.
- A member of the Senior Leadership Team (usually the Headteacher) and the Learning Mentor will follow the child at a safe distance and will ask the child to return to school.
- In the event of staff not being able to locate a child then the police will be contacted as will the child's parents.
- Staff will follow a child with care so as not to encourage a child to run in the path of traffic.
- When a child returns to school, the Headteacher and Learning Mentor will speak to the child and will also inform the parents of the child.

Violent Incidents

It is the responsibility of all staff to manage violent incidents ensuring the safety of other children and members of staff. The following procedures must be followed:

- Use verbal de-escalation
- Get help from another member of staff if you are on your own.
- If two members of staff are present, use appropriate physical restraint if necessary in accordance with Team Teach guidelines.
- The situation should be contained to minimise damage to property and injury to others.

- All other children should be evacuated from the contained area.

Restraining a child

Staff who are Team Teach trained will be called if a child needs restraining.

The Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students in a school organised visit.

The following situations are those in which force may need to be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts.

After school supervision

KS1 staff will hand their children over to a responsible, known adult at the end of the day. If a parent wants an older sibling to collect a child then they must provide written consent.

KS2 – duty member of staff must be at the back door **promptly** to ensure that children leave the building sensibly (children must not go out until the duty member of staff is there).

Children remaining after others have left

If any child is not collected after the others have gone, they should be taken to the office and the teacher should phone the parents and the child should be left in the care of the office staff.

Nursery staff should wait no more than 10 minutes after the end of the session before taking children who have not been collected to the office.

After School Clubs

A separate traffic light system will be in place to monitor behaviour at after school clubs.

Red – miss two sessions

Amber – miss one session

Re-offend, banned for half term

