



Leslie Manser Primary School

Behaviour Policy

Agreed: December 2018

Signed: Adrian Jones Head teacher

Signed: Lynne Newbrook Chair of Governors

To be Reviewed: December 2021



Guiding principles to a Whole School Approach

Our Behaviour Policy is the foundation for a clear, shared understanding between children, teaching and support staff, Governors and parents of our school.

Our objective is to create a safe, yet exciting environment where all children are able to have full access to the National Curriculum and all aspects of learning.

Expectations

The standards of behaviour that we expect are set out in the school's Code of Conduct which is displayed around the school. (see attached)

These standards are simplified into 5 Golden Rules:-

We take care of ourselves and our appearance.

We do our best and help each other to learn.

We say and do nice things. We are kind, helpful and polite.

We make sure everyone is happy when we play.

We look after our school and everyone in it.

Rewards

We are always striving to foster positive attitudes in our children and want to encourage and motivate them to make good choices and enjoy their learning. A consistent reward structure helps us to do this.



Our rewards take the following form:-

1. Immediate teacher approval / vocal praise / smile
2. Stickers
3. Written comments in books
4. Showing work to class / other classes / Head teacher
5. Showing work in Friday achievement assembly
6. Display of work
7. Allowing children extra time to do chosen activities
8. Taking work home to show parents
- 9. Class Dojos**
10. Certificates / stickers awarded by the Head teacher

There is also a more formal system in operation called Class Dojo which is a consistent reward system used across all classes from Foundation Stage to Year 6.

Class Dojo is an online reward system where each child has a computer character (Dojo) for which they try to gain rewards. Dojos can be given by staff which relate to the school 5 Golden Rules but also to a number of other categories devised by the teachers eg. For homework, excellent presentation, improved attendance.

Parents can register to download the Class Dojo app so that they can keep up to date daily if they wish on the rewards their child is earning on a private basis.

Class Dojo also allows for parents to communicate with staff and comment on the achievements of their child. Parents sign up with the school to agree to the protocols of Class Dojo use.

Consequences

We believe that every child should feel safe and secure in our school and has a right to access and enjoy their learning.

If children make poor choices and their behaviour is unacceptable and breaks our Golden Rules, then we have a structure of consequences in place which are made clear to the children:-



Step 1 – a warning	↓	In each phase Step 1 is a warning and then the progressive steps 2 and 3 are age appropriate time out periods in the classroom and then in another classroom.
Step 2		Step 4 is to see the Phase Leader (lunchtime detention in KS2)
Step 3		Step 5 is to see the Head teacher
Step 4		Step 6 involves parents being asked into school to discuss more serious concerns about the child's behaviour.
Step 5		The school aims to work with parents in a partnership to improve the behaviour of pupils who are causing concern.
Step 6		

Exclusions

The decision to exclude must be lawful, reasonable and fair. The school does not discriminate against pupils on the basis of protected characteristics, such as disability or race. Our school gives particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Leslie Manser Primary School follows steps and guidelines from the Lincolnshire Ladder of Behaviour Intervention October 2017 in order to try and reduce exclusions.

If individual children's behaviour is of particular concern then this issue will have been raised with the SENCO (Special Needs Co-ordinator), parents and with the child. If a child becomes in danger of exclusion then a Pastoral Care Plan can be put into place as a preventative measure to try to support the child. *(There may sometimes be a case where a child's behaviour has not been of concern before, but an incident is seen by the Head teacher as serious enough to warrant an immediate exclusion.)*

The decision to exclude will be made by the Head teacher following DfE guidelines and should be taken only:

- In response to serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Children may be excluded for the following reasons:-



Physical assault against pupil

Physical assault against adult

Verbal Abuse/threatening behaviour against pupil

Verbal Abuse/threatening behaviour against adult

Bullying

Racist Abuse

Sexual Misconduct

Drug and Alcohol related

Damage

Theft

Persistent disruptive behaviour

Exclusions can be of a **Fixed Term** basis. After any fixed term exclusion then the school will plan a re-integration meeting with the child/parents on the morning the child is due back into school.

If a child's behaviour does not improve then the school may take the decision to **Permanently Exclude**. Such decisions are always very carefully considered and seen as a last resort.

This policy complies with:-

- ***Section 89 of the Education and Inspections Act 2006.***
- ***Dfe Guidance from Exclusion from Maintained schools, Academies and pupil referral units in England (Sept 17)***
- ***Dfe Guidance on Behaviour and Discipline in Schools (Jan 16)***