

POLICY FOR BEHAVIOUR

This policy aims to ensure that all stakeholders at Lakeside Community Primary School; parents, teachers, children, governors and volunteers, behave in a socially acceptable way to help them be good members of our school and community.

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

Our children have the right to learn and staff within the school must be enabled to teach them. As a result, at Lakeside we will see:

All members of the school community being respectful, tolerant and listening to each other.

To ensure this, all staff will:

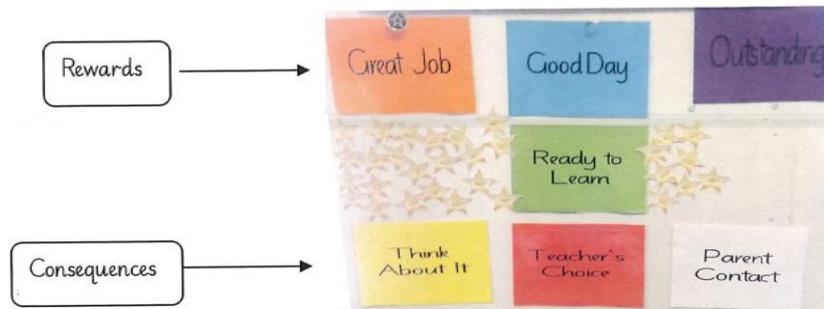
- Have a responsibility to manage the behaviour of all children at all times and support them in self-regulation of their own actions;
- Treat all children and adults with respect;
- Display the five golden rules and use them as an integral part of everyday life in school;
- Have effective behavioural strategies to use with children when needed;
- Ensure that all adults in the class are aware of the strategies used for consistency of practice;
- Have a positive approach to children in all aspects of their school life so they understand why they are valued and respected;
- Model behaviours they expect from children;
- Encourage children to identify when they have made poor choices and explore with them how they could behave differently in the future.

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and positive reinforcement. **This is reinforced by ensuring that all members of or school community adhere to our Five Golden Rules:**

- 1. We are tolerant of each other.**
- 2. We use our manners; listen to all adults and each other.**
- 3. We keep ourselves and each other safe.**
- 4. We care for our school and our environment.**
- 5. We challenge ourselves, make mistakes and never give up!**

Whole School Behaviour System

Additionally, we conduct a whole school behaviour system that enables staff to reward and sanction behaviour. This involves all pupils being given their own star and at the start of the day, all children begin on 'Ready to Learn' on **Green** as shown in the picture below:



Rewards

- If the children do a 'Great Job' with any of their work or learning behaviours, they move their star to **ORANGE** and receive a sticker.
- If the children continue their hard work and have a 'Good Day', they move their star to **BLUE** and receive a Golden Coin.
- If a child's work is 'Outstanding' and they have met their targets (attainment, progress, resilience, improvements to name but a few), then they move to **PURPLE**. The child is then invited to take their work to a member of the Senior Leadership Team. Here they will receive a note home, additional stickers or extra Golden Coins for their achievements. Additionally, their name will be entered into the whole school raffle to receive a special prize that is drawn weekly at the Lakeside Learners assembly.

Consequences

The Five Golden Rules are the foundations of the behaviour we expect at Lakeside although we do appreciate that sometimes children may make poor behavioural choices. If this happens, the following consequences will be followed:

- If a child is not 'Ready to Learn' after a verbal warning, they will move their star to **YELLOW** to 'Think about it'.
- If children continue to show they are not ready for learning, they will move to **RED**, which is 'Teacher's Choice'. The child will then spend time in another classroom with a member of the Senior Leadership Team.
- If behaviour does not improve following this step, their star will be moved to **WHITE**, where 'Parent Contact' is made and they are taken to Mr Probert. At this point, parents will be informed of the incident by the class teacher. If a child is persistently behaving poorly (repeated incidents), a meeting will be arranged between school and parents to discuss the matter further in order to reach a successful conclusion.

- Children will be encouraged to improve their behaviour and get back to **GREEN** by the end of the day by making more sensible behavioural choices.

In some cases, steps of the above procedure may be omitted and a child may be moved directly to **RED** or **WHITE** at the staff member's discretion. Additionally, depending on the severity of the incident, this will usually be as a result of more challenging behaviours which may include but is not limited to those listed below:

- Dishonesty
- Bullying (behaviour that is: repeated, intended to hurt another either physically or emotionally)
- All types of discrimination
- Verbal or physical aggression to anyone
- Abusive or inappropriate language to anyone
- Damage to property, including graffiti
- Absconding

These extreme behaviours will not be tolerated and **may** result in the child being excluded. It is envisaged that exclusion, whether partial (fixed term exclusion) or permanent, should rarely happen. However, the option of exclusion will exist to cater for extreme behaviours. The decision to exclude a child will not be considered lightly and such decisions will be made by the Head teacher or Deputy Head teacher in the Head teacher's absence. At all times, Staffordshire County Council guidelines on exclusion procedures will be followed.

Log Book

Behaviour Log books are used for a variety of purposes. These purposes include:

- Providing evidence to be used when reporting to and in discussions with parents/carers, as well as being a communication tool to be used by all staff in order to provide continuity and consistency when dealing with classroom behaviour.
- Teachers should use the classroom behaviour log book to note classroom behaviour which has reached the consequences stages indicated on the diagrams above.
- A blank page from a behaviour log book is included in this document.
- At the end of each week, the Head Teacher, Deputy Head teacher or Assistant Head teacher will collect the log books and closely monitor these in order to identify any patterns of behaviour. This will be used as an early intervention tool to support children who may be having difficulties and help them make better behavioural choices.
- Any incidents that occur during lunchtime will be added to the classroom logbook by the senior lunchtime supervisor and then feedback to the class teacher or member of the senior leadership team as necessary.

Whole School Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is done in ways such as:

- Golden Coins to be given out for following the rules, good manners and helping others.
- When 25 golden coins (15 for EYFS) are earned, they are exchanged for a prize from the 'Golden ticket' shop. The Golden ticket shop is open on Friday lunchtime in the Head Teacher's office.
- Praise postcards are given out to pupils who reach outstanding as well as their name recorded on a raffle ticket that is entered into a whole school raffle at the end of each week. 3 winners are then drawn from the raffle box during the 'Lakeside Learners' assembly.
- Weekly 'Lakeside Learners' assemblies take place celebrating pupil's different achievements in school as well as achievements outside of school.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently, positively and without bias.

The Governors Role

The Governing Body supports this policy and encourages good behaviour in a happy, positive learning environment.

Expected Outcomes

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.
- Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.
- Parents will be aware of the schools use of Golden Time and the sanction system we employ.

Signed

Chair of Governors

Version Control

Version	Date Approved	Changes	Reasons for Alterations