



Lidget Green Primary School

Behaviour Policy (Pupils)

Lidget Green Primary School has adopted the PACT HR recommended model procedure as agreed by Trade Unions.

Approved by the governing body on: 28th November 2017

To be reviewed on: November 2019

Signed on behalf of the governing body: *S. Mitchell*

NB. This guidance will be retained for a period of 7 years from replacement.

Version 4 / Dated: November 2017

This policy is shared with staff: **on Induction and annually thereafter**

This policy should be read in conjunction with the following Policies and Guidance:

**PHSCE policy
Anti-Bullying Policy
Child Protection and Safeguarding Policy
Learning Mentors' Policy
Home School Agreement**

Use of Reasonable Force Advice (DfE July 2013, reviewed July 2015)

Aims of the School

Lidget Green Primary School is a multi-racial primary school where we welcome children from a variety of backgrounds and cultures. We recognise that parents are the main influence on a child's development and we aim, wherever possible, to work in partnership with them. We value the positive qualities which all children bring to school and we aim to provide an atmosphere where **all** children, regardless of gender, religion, cultural background or ability, can develop feelings of self-respect, respect for others, and self-discipline.

Through a broad and balanced curriculum and a range of extra-curricular activities, we aim to help all our children reach their full potential and to provide them with the many varied skills that will help them to thrive in an ever-changing world. Fluency in literacy and language, mathematical competency, and a broad base of ICT skills underpin our teaching and learning in all subjects. Children are encouraged to be independent learners, to work co-operatively and to take a positive approach to solving problems.

Children's views are represented through our school council and we aim to seek the views of other groups through all the lines of communication open to us.

Principles of the Policy

Good behaviour is an essential outcome of the education process; our school has a central role in children's social and moral development just as it does in their academic development. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and experiences and so we must set standards of behaviour based on the core principles of **honesty, respect, consideration and responsibility**. All adults in school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other; their example is a significant influence on the children.

Most children have a very strong sense of fairness and justice and so rewards and sanctions should be seen to be fair. Circle time and PHSCE lessons may be used to support children's understanding of the behaviour policy and to discuss why sometimes there may be reasons for decisions on behaviour that seem unfair.

Just as children have different learning strengths and weaknesses, we must accept that some children will find it more difficult to behave well than others. This does not mean that expectations of good behaviour should be lower for any group but does acknowledge that some individuals or groups will need more support to reach the same standards of behaviour. Support for children who find good behaviour difficult to maintain is initially available through the Learning Mentors;

where support from or for the family is thought to be appropriate, this can be arranged through the Inclusion Team or through the SENCO.

Parents have the primary role in developing their children's personal and social skills but they are not always aware of how their child relates to other children and adults in school. Our reward and sanctions schemes aim to involve parents at key points but they should also be aware, through formal or informal communications, of their child's general behaviour at school, positive or negative.

The Behaviour Policy at Lidget Green Primary School is based on the '**STARS Rules**' (pg3). These are overarching principles for behaviour that will enable the school to achieve its vision and aims and that will allow everybody in school to feel secure, valued and able to work without disruption. They assume a balance of the rights and responsibilities of all members of the school community and are supported by a system of Rewards and Sanctions.

Early Years- Nursery and Reception have their own Policies which are based on the main Policy with Rewards & Sanctions age specific to them (pgs 9-10).

In addition, there are practical rules that will help to ensure safety and the smooth day-to-day management of the school; teachers may also set 'class rules' with the children in their class.

Aims of this policy

- To create a positive environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are known and understood.
- To encourage consistency of response to both positive and negative behaviour.
- To encourage the partnership of home and school in the implementation of the policy.

Monitoring of this policy

The effectiveness of this policy will be monitored by the Head who will examine reward and sanction records half-termly, as well as behaviour in the different parts of school as a part of general monitoring routines. She will report back to Governors within her termly Headteacher's Report.

STARS Rules

- **Stay safe**
- **Try your best**
- **Always listen carefully**
- **Remember you are responsible for your actions**
- **Show kindness and respect to everyone**

Playground Safety Rules

- **When the bell goes at the end of playtime STAND STILL; when the second bell goes, walk QUIETLY to your line and line up using your silent voice**
- **Do not throw any dangerous objects e.g. stones, sticks, snowballs etc**
- **A green flag means that you may go on the grass; a red flag means that you must not go on the grass**
- **Do not pick or play with berries from the trees around school**

Expectations for Behaviour

The general ethos of our approach to behaviour should be positive; expectations of good behaviour should be made explicit and praised or commented upon when it occurs, praise should be used as a motivator as well as a reward and poor behaviour should be dealt with quickly and appropriately. It should be made clear to all children that they, and their efforts, are valued.

In the classroom, organisation and routines should be clear and consistent so that children know what is expected of them. Lessons which are well matched to the needs and interests of the children and which encourage children to take an active role in their learning will promote high standards of behaviour. Teachers should also be aware of, and encourage, the social and emotional aspects of learning that strengthen the learning process and contribute to the child's ability to achieve behaviour goals – Enquiry, Problem solving, Creative thinking, Information processing, Reasoning, Evaluation, Self-awareness, Managing feelings, Motivation, Empathy, Social skills and Communication.

Particular attention should be paid to transition times - between different parts of a lesson or different activities in a lesson, or between different lessons, particularly when the children are moving from set groups to class groups or vice versa. Teachers should plan routines that will minimise disruption and children should understand that they are expected to change quickly, quietly and without fuss.

Where teaching assistants or other adults are working alongside the class teacher – within the classroom or with groups outside - strategies for behaviour management and the behaviour needs of individual children should be discussed and planned for in the same way that learning and achievement is planned and discussed.

When moving around school as a class, children should be asked to line up in the classroom and walk in line without talking -**silent voices, one behind each other, facing the front.** Teachers may need to practise this routine with their class until the behaviour is established. They should also be taught consideration for groups who are still working, and for smaller or less able children as they move around school.

Children moving around school independently are also expected to walk at all times and all staff should remind children of this when necessary.

When lining up for lunch, children are expected to line up quietly and to be considerate of those children who are already sitting and eating in the dining hall. There is a 'one way' system for children moving around school at lunchtime.

Children **should not** be left unsupervised in classrooms; where children have been kept in to finish work or as a sanction, the class teacher must take responsibility for their supervision. Children who are where they should not be at any time should be challenged by staff and asked to return to where they should be.

Transition times from classroom to playground and from playground to classroom can be 'flashpoints' for inappropriate behaviour. Teachers should arrange for there to be a member of staff in the cloakroom until all the children have gone out to play or have left at the end of the day; cloakrooms should be left tidy with shoes in shoe bags or on the racks under the pegs as appropriate

At the end of playtime and lunchtime, each class should be collected from the playground and taken back to class by an adult. Children should understand that playtime ends when the first bell is rung and that from this point they should conform to classroom expectations of good behaviour – lining up sensibly without talking and not running. Again, teachers may need to practise this routine with their class until the behaviour is established.

Behaviour Sanctions

The school uses the 'Good to be Green' card system and each class has a Behaviour Book where all incidents of behaviour need to be recorded in here for each day using the following headings:

Date/Time	Child's name	Card Yellow/Red	Behaviour	Staff name

The 'Good to be Green' card system

Children have a green card each, with a 'first warning' sticker on the back, plus a yellow 'warning' card and a red 'consequence' card. Children should change their card themselves and the first warning, yellow and red cards recorded on Clasdojo – this will result in children having negative red points on Clasdojo. If parents are registered, they will get notification of these red points. The system works best if the child believes that getting a red Dojo point or changing their card are very serious things to have to do and the class teacher needs to explain this to the children.

Steps to take if a child breaks the School Rules:

1. If positive behaviour techniques have failed to have a positive impact on behaviour, a child should be given a **verbal warning**.
2. If the behaviour continues, the child should be told to turn their green card around onto the **warning sticker**.
3. If poor behaviour continues, the child should be told to change their card as a further warning to **yellow**.
4. If behaviour still continues, change to a **red card**.
5. If behaviour still continues, the child will be given a '**Double Red card**'- to be stuck on the board as a visual reminder
6. If the behaviour still continues, the child will be given a '**Triple Red card**' – to be stuck on the board as a visual reminder and send child down to **Head Teacher or Deputy Head Teacher** with an adult who needs to take the Behaviour Book with them with all incidents recorded. The adult will report on the behaviour displayed by the child and explain the steps that have been taken.

Severe Behaviour

On occasions it may arise that a pupil's behaviour is deemed to be severe. This is in agreement with either the Headteacher/Deputy. If a teacher considers a pupil's behaviour to be severe, the pupil should be taken immediately to the **Headteacher or Deputy Headteacher** to discuss the incident and sanctions will be given.

Examples of severe behaviour include;

- Open defiance to an adult (refusal to follow instructions/answering back in a disrespectful way/ body language)
- Proven racism
- Proven homophobia
- Proven theft
- Proven bullying
- Serious fighting
- Swearing

Parents/carers will receive a letter or phone call home informing them of the behaviour or to arrange a meeting to discuss the issue.

The class teacher should record the behaviour on CPOMS under **Severe Behaviour**.

Where severe behaviour is occurring regularly Parents, the Headteacher and the SENCO should meet to draw up a behaviour plan which all staff should receive a copy, and follow until further notice.

Lunchtime behaviour

Most children at Lidget Green Primary School are very well behaved in the playground and deserve to have this acknowledged by lunchtime staff and by their teachers. Lunchtime supervisors have stickers and certificates available to them to use as rewards and are also able to award points towards the Class Dojo awards, but the most effective and manageable reward for good behaviour in the playground has to be praise and commendation for appropriate behaviour.

Children who are having difficulty in 'getting on' should be referred to the 'Peaceful Problem Solving' Posters or sent to Playground Pals who will mediate.

Children who do not behave in the playground should be reminded about expectations; if behaviour does not improve, they will be sent to stand by the wall for **5 minutes**. Further inappropriate behaviour or more extreme behaviours should be reported to the Senior Lunchtime Supervisor who will make the decision about further sanctions, which may include being sent to a member of the Senior Leadership team or staying in at future lunchtimes. This will be recorded in the Detention Book by the AHT.

Rewards

Dojo Points

Children can collect dojo points for good work, good behaviour and attitudes, good manners, helpfulness etc. These are collected in each week and individual certificates given for the five highest point scorers in each class (this number may vary if a lot of children have achieved the same score). In addition, the house collecting the most points that week will display the House Award on their board. At the end of the year, the members of the winning house will get a prize / treat and the top scoring children in each class are presented with certificates and medals in a special assembly. House points are also given for success in house competitions or special events.

'Good to be Green'

At the end of the year, children who have been "green" all year will have a treat and a certificate—this may be ice cream or something else that is easily arranged for large numbers, as usually around 300 of the children get this reward. Similarly, an extra treat is arranged for children who have 100% good dojo points (around 120 children a year).

Class points

There is also a 'class reward' system for whole class behaviour achievements – this is known as "Marbles in the Jar", although teachers may use other items to put in the jar, if they wish. Children choose a reward they want to work towards (please see the chart below for examples) and then earn marbles for good class behaviour such as lining up particularly well or settling down quickly. The 'marbles' can also be given by other staff for whole class achievement.

Golden Table

Every half term, each lunchtime supervisor will be asked to nominate a child from their class / year group who has displayed consistently positive behaviour. These children will sit at a special Golden Table in the dining hall and have a treat with their lunch.

Amazing Attendance

Whenever a class has 100% attendance for the day, they collect a letter towards the phrase “Amazing Attendance”. The first class to collect all the letters gets a “Pizza Party” prize and the competition starts again. Individual rewards for attendance are presented to children with 100% attendance at the end of the year and include a special presentation ceremony, certificates and a badge embroidered on their jumpers.

Other rewards

Teachers may wish to have classroom incentives such as table points or a star of the week. Small treats or prizes, such as pencils or sitting on a special chair, may be given for these awards, bearing in mind the scale of rewards given for other achievements (e.g. ice cream for a full year of good behaviour).

Embroidered badges

Children can earn badges that are embroidered onto their uniform sweatshirts for a number of academic, social and extra – curricular achievements.

Extreme or very challenging behaviour

Very occasionally, children may exhibit extreme behaviours that can be very disruptive to the smooth running of a class or the school, or cause danger to themselves or others. In these extreme circumstances, it may be appropriate for a member of staff to use reasonable force. In the DFE publication “**Use of reasonable force**” (July 2013), it states that:

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

and goes on to say:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In our school, reasonable force may be used:

- to remove disruptive children from the classroom or other situation where they have refused to follow an instruction;
- 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

Reasonable adjustments will be made for pupils with Special Educational Needs and Disabilities.

Reasonable force **must not** be used as a punishment.

Full guidance on physical contact is available from the Learning Mentors' Office or on

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

We are required to outline in this policy, the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. In line with the DfE document, *Dealing with allegations of abuse against teachers and other staff*, pupils who are found to have made malicious allegations will be subject to appropriate sanctions, such as an extended period of lunchtime detentions or, dependent on the circumstances of the allegations, a temporary or permanent exclusion. In addition, the Headteacher will liaise with the LADO with regard to referring the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

Reception Behaviour Policy

Rules

In Reception we:

- **Have kind hands and feet.**
- **Use kind words.**
- **Listen when someone else is talking.**
- **Share our toys.**
- **Walk inside.**
- **Use an indoor voice in the classroom.**
- **Tidy up when we have finished playing.**
- **Line up quietly. (Face the front, silent voices)**

These rules are shared with the children and explained using stories, class puppets etc. throughout the year. The rules are displayed with pictures in the classroom.

Behaviour Sanctions

If a child breaks one of these rules a member of staff will stop the child and remind them of the rule. The child's level of understanding is always taken into account.

If a child continues to break the rule they are asked to stop playing and sit near a member of staff for a few minutes. If they are sitting on the carpet in a class group they are asked to stand up.

If the child continues they are asked to go and sit on the 'thinking mat' for a few minutes. They are asked to think about what they have done and what would be the right thing to do.

The adult returns to the child after a few minutes and the child is reminded of the reason they were asked to think about their behaviour and what they should do next.

If the behaviour is dangerous or of a more serious nature the child needs to be taken straight to the thinking mat. In extreme cases the child may be taken to see the head teacher.

Rewards

Praise is given frequently to reinforce good behaviour and effort. Children are encouraged and supported to behave well.

Shinies

Children are given shiny stars for demonstrating kind behaviour, helpful behaviour and good effort. For example, if a child takes time to tidy up well when they have finished playing at an activity without being reminded, they may be rewarded with a 'shiny'. Shinies are stuck onto a chart next to the child's name and when they collect ten shinies the child is invited to choose a prize from the 'shiny box' and this is celebrated by the class.

Little Bears & Big Bears Behaviour Policy

Rules

- **We walk carefully. We do not run inside Nursery.**
- **We share fairly. We do not snatch toys from each other.**
- **We have kind hands. We do not use push or hurt each other.**
- **We use kind words. We do not say mean things to upset each other.**

The rules are shared with children through social stories featuring our friends, Checker and Spike (Puppets) Photographs from these social stories are displayed in nursery along with the above rules.

Behaviour Sanctions

If children break these rules a member of staff will stop the child and remind them of the appropriate rule. The child's level of understanding must always be taken into account and the explanation/ questioning should always be developmentally appropriate for the child. All staff wear happy/ sad faces and these should be used to support the child in their understanding.

If a child continues to break the rule, remind them again (as above)

If the child continues repeat the above and bring them to the 'Thinking chair' Once at the chair explain why the child needs to sit and think about the right thing to do then ask them to sit down and think for a couple of minutes.

Return to the child, remind them of the reason they were asked to sit and think about their behaviour and remind them of the right thing to do.

If the behaviour is deemed dangerous or of a more serious nature child may be taken to go straight to the thinking chair and the above procedure must be followed.

Rewards

Praise- Praise is given frequently in the nursery and is always linked clearly to behaviour and effort. The visual smiley sign as well as gestures should also be used to support children with language/ understanding difficulties or EAL children in understanding that they have done something good.

Stickers- Stickers are not given out frequently in the nursery as we feel they become expected/ lose their value. Stickers are given out spontaneously when certain things are observed (Kind behaviour, helpful behaviour, good effort, persevering through difficulties) If a child is rewarded with a sticker they must always be told very clearly what they have been rewarded for. The explanation should always be very clearly related to effort/ behaviour rather than skill/ end result e.g. "I want to give this sticker because you have really tried hard to write the letters in your name" rather than "You can have a sticker because your writing is beautiful"

Stickers are also given to each tidy group on a Friday if the group has worked well as a team all week, worked hard to tidy their area all week, listened to their tidy teacher's instructions all week. Children are reminded of Friday stickers each day in the week as an incentive to try hard during tidy up time.

Group Rewards- From January when children are familiar with routines and boundaries we introduce 'Super Shiny Stars' This is a chart with the outline of 5 stars. Each time the children behave well as a group (Stopping, looking and listening when the tambourine is shaken, coming to the carpet and sitting down quickly and quietly with no fussing, being sensible when walking to

the studio etc) a child is asked to pick a golden star from the bag and it is added to the chart. We then count how many stars we have and how many more we need to get 5. When we have 5 stars the children are all given a treat (something nice to eat, something to watch on the big screen, a game of musical statues/ bumps)

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2016-17, on which this policy based.

Introduction:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Lidget Green Primary School so that it reflects the shared beliefs of governors, staff and parents for the children in the school, as well as taking full account of the law with regard to behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles; the day to day policies and practices related to behaviour management are outlined in the Behaviour and Discipline Policy, taking into account the guidance in DfE publication *Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016)*. The Behaviour and Discipline Policy is publicised, in writing, to staff, parents/carers and children each year and is also available on the school's website.

To create a positive environment which encourages and reinforces good behaviour.

To promote self-esteem, self-discipline and positive relationships.

To ensure that the school's expectations and strategies are known and understood.

To encourage consistency of response to both positive and negative behaviour.

To encourage the partnership of home and school in the implementation of the policy.

Principles:

Every child has the right to learn without disruption by other pupils

Everyone in the school community has a right to be listened to, to be valued, to feel and be safe and to be treated fairly.

Lidget Green is an inclusive school and, as such, all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

It is expected that all adults – staff, volunteers and governors – will model high standards of manners, respect and behaviour to the children at all times

We aim to instil a sense of personal responsibility in children for their own actions and behaviour

The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour

Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school

The school's Behaviour and Discipline Policy will outline measures to encourage good manners, good behaviour, self-discipline and respect, and to prevent all forms of bullying amongst pupils.

The Behaviour and Discipline Policy will also provide guidance on use of reasonable force

The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.

The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations