



Lord Street C.P. School

Behaviour Statutory Policy

Policy Leader: Miss D Meekings
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BEHAVIOUR POLICY

Discipline is the system and ethos which aims to cultivate in our children an acceptance and responsibility for their own decisions and actions and their consequences in accordance with the Lord Street Community Primary school ethos and values. This policy upholds the school's duty of care to staff and pupils.

Our system of rules for good behaviour aims:-

- 1) Positive affirmation of making the right choices to develop self-discipline in pupils.
- 2) To create the conditions for an orderly school community in which effective learning can take place and in which there is mutual respect between all members of our school and where there is proper concern for the environment.

We, at Lord Street Primary School operate within a positive discipline policy which encourages good attitudes, sets good examples and uses rewards and praise. We feel it is important that young children are clear about our expectations of them and that these expectations are consistently and fairly held throughout the school. Behaviour plays a key role in our feedback system. A traffic light coding system is used. If a pupils behaviour is at the expected level it will be highlighted green. If it falls below the expected level it will be coloured amber. If the pupils behaviour falls below the expected level on a regular basis it will be highlighted red. All classrooms will display a traffic light visual at the front of the class with all names of the children displayed. This visual will be a cue to the children and referred to throughout the school day.

This focus on positive discipline nurtures and supports good behaviour, has clear rules and consequences and through curricular planning, classroom organisation and school routines seeks to create an effective, engaging learning environment and develop pupils' self-esteem.

When a sanction is required it is made clear that it is the behaviour which is being rejected and never the child. We expect that parents will do everything they can to help their child relate co-operatively to adults and other children and accept some responsibility for their child's behaviour in school. The firm but affectionate and fair guidance which parents provide in the home is most likely to produce the attitudes on which good behaviour in school may be based. Therefore, we can aim to maintain discipline by working together as a team with parents and children in order that inappropriate behaviours may be changed. If a child's behaviour causes concern parents will be informed and their co-operation sought.

Punctuality and regular attendance are vital to a child's learning and we expect that parents will ensure that absences are kept to a minimum and that a child arrives at school punctually. Class registers are marked according to Government guidelines and parents have a duty to inform school of the reasons for absences. Persistent lateness or unexplained absence has to be reported to the Educational Social Worker, who may make a home visit. At Lord Street we are also fortunate to employ a very experienced and talented Learning

Mentor with a strong background in social care and education who is available to support any family when and as necessary.

Being allowed to remain on the school premises at lunchtime is a privilege. The midday staff play an important part in the child's daily life and children are expected to respect them in the same way as they respect themselves and others working in the school community. At Lord Street we recognise the need to develop children's social and co-operative skills in line with the school's ethos and values. In order to develop these we have provided many varied activities for play periods, a carefully selected group involving lunchtime organisers also trained in promoting our positive discipline strategies. The ultimate responsibility for maintaining good discipline in school remains with the Governing body and the Headteacher.

The school adopts positive discipline procedures, based on behaviour modification employing rewards and sanctions and encouraging pupils to take responsibility for their own behaviour. Flexibility is employed in the use of rewards and sanctions to take account of individual circumstances, but it is recognised that the procedures laid down in this document are necessary to ensure consistency of approach throughout the school.

SERIOUS MISBEHAVIOUR

This is behaviour which may lead to the need to exclude a child from school and which requires a more formal approach involving the school Governors.

Examples are:

- 1) Physical aggression towards staff or pupils
- 2) Verbal abuse - e.g. swearing, racial abuse of staff or pupils.
- 3) Stealing.
- 4) Physical destruction of property.
- 5) Bullying. The school will employ a range of methods to prevent and combat bullying. (See anti - bullying policy)

Any serious incidents will be recorded using the school CPOMS system. This will be kept securely as part of the school discipline record.

Consequences

The procedure will follow four points:

- 1st Classteacher will deal with the incident
- 2nd Parents will be informed
- 3rd Key Stage Leader/Behaviour lead will be informed
- 4th Headteacher will be informed

If the incident is of a high severity the procedure is accelerated to point 4.

At the fourth point the Headteacher will be informed of the incident and will decide on further action to be taken. A letter will be sent to parents. This may request an appointment

to discuss the incident and it may be a request for parental involvement or/and exclusion from school.

Parents will be informed of all actions taken

Parents should contact the school if it has not been resolved to their satisfaction

Exclusion is used only in a minority of cases and only as a last resort of the Governors discipline committee.

Parents will have the right of appeal in any such decision.

SANCTIONS

Each class has a clear set of rules/values, rewards and sanctions which are applied fairly and are hierarchical in nature. These are displayed clearly in the classroom. This includes the Traffic Light system:

Traffic light system (3 stage system)

All children begin on green at the beginning of every lesson –

1st warning – will be via eye-contact or a quick mention of a child's name followed by positively praising correct behaviour elsewhere in the classroom.

2nd warning – The child's name is moved onto amber

3rd warning – The child's name is moved onto red - 5 mins missed during the next playtime or remaining in the classroom if there is an adult present. (If the child shows any form of physical/verbal aggression or threatening/dangerous behaviour the child can be moved straight from green to red).

If the child's behaviour does not improve and warrants another warning they will be removed from class and taken to an available member of the SLT.

MONITORING AND RECORDING

In order to identify any patterns of behaviour in school we believe record keeping and regular monitoring is critical. Every teacher logs any incidents of amber/red behaviour on CPOMS. Children who have been on red during the week have to report to the pathway during 1st play on a Friday. Whilst in the pathway they are given the opportunity to reflect on their behaviour and discuss ways in which they can correct it. They fill in a reflection sheet which is sent home to be signed by the parents. It is then returned signed and kept by the Learning Mentor. Reds are monitored on a half-termly basis and any patterns are identified by the behaviour lead. If there are any patterns actions are put in place to combat these. The impact is then evaluated at the end of the half-term.

REWARDS

We have an extensive selection of certificates and stickers which may be awarded for good work, helping someone, working quietly etc. These may be presented in class or in a whole school assembly. Sometimes children may be rewarded with special responsibilities, free choice of activity or postcards sent home to inform parents of good manners etc.

In the EYFS and Key stage 1 and 2, the children may receive an award in their key stage assembly. These are mounted in the hall on a topical themed display.

Good work and conduct will be encouraged, recognised and praised by all teachers. A house system operates from Year 3 upwards, whereby house points are awarded to pupils for a variety of reasons; good work, consistent effort, achievement, good behaviour etc. House points are part of the whole reward system in school and as such will only be accredited, not forfeited. The child with the most House points each week, from each class receives a badge and certificate. A second certificate will be awarded for exceptional effort or improvement in behaviour. One child from every class from Nursery to Year 6 is chosen as a 'star of the week' on a Monday. They are given a special 'star of the week' certificate and their photograph is taken and shared on the newsletter.

Each week children will be selected to be a proud winner. Children receive proud cards when good behaviour or super learning habits are displayed. All staff can award a card. The children then record their name and good behaviour and place it in the class proud box.

Lord Street enjoys a happy, caring, community atmosphere whilst encouraging learning and growth. We feel that the high standard of behaviour is an important element of this and cannot be overestimated. We are an open and inclusive school. This policy will apply to all pupils. Should a child with a disability be admitted, their needs will be assessed and if necessary an individual behaviour plan and risk assessment will be put in place and implemented. These documents will reflect the needs of the child and will be put in place in order to safeguard themselves and others.

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