



South Lake Primary School

### **Behaviour Policy**

<b>Issue No</b>	<b>Date Reviewed</b>
1	February 2007
2	February 2009
3	September 2010
4	November 2012
5	April 2015
6	September 2016
7	November 2019

This policy is due for review in: November 2021

## **Aims and Objectives**

To create and maintain an environment of mutual respect and understanding

To create a consistent and positive approach to behaviour management throughout the school

To create an environment in which all pupils can feel safe, secure and respected

To establish an ethos of accepting differences and tolerance across the school

To help pupils understand, moderate and manage their own behaviour in ways that will be acceptable in the wider society in which they live

To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others

To engender positive learning behaviours; which allow the children to succeed

## **Statement of Principles**

It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos. We expect every child and adult to be treated with respect.

Our behaviour expectations are based on the principle that our children are: **Responsible, Respectful and Ready**.

In understanding children's behaviours, we apply the 6 principles of nurture which are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

The school has zero tolerance of bullying and any form of harassment

The policy is applied fairly and consistently by all members of staff

Sanctions are proportionate to the unacceptable behaviour

We recognise that it is the behaviour that is unacceptable, not the child

We use praise and positive reinforcement and give replacement behaviours and strategies to help children change their behaviour

The curriculum will actively promote appropriate behaviour through the curriculum both in subjects and other areas i.e. PSHE and Assemblies

Teachers will create agreed behaviour expectations under the categories of **Responsible, Respectful, Ready**; for example 'We will be respectful by being kind to one another' and these will be regularly revisited with the children. Showing these behaviours will be recognised and praised publicly. Lack of compliance is dealt with on an individual basis, without shaming the child.

Adults around the school will use a consistent language to promote these behaviours, for example "Thank you for being responsible by walking down the corridor"

## **Recognition of Good Behaviour**

Verbal recognition e.g. Well done

Responsibility in the classroom or wider school (i.e. collecting the register, 'School Ambassadors')

Showing and sharing achievement (i.e. in class, in assembly, to staff, with parents)

Certificate of Achievement Award given in Assemblies

Stickers

House Points

Invitation to 'Hot Choc Friday' with Senior Leaders

Whole class rewards

Most behaviour modifications will not need more than a verbal reminder.

## **Behaviour which is dangerous or disrupts the learning of others will result in:**

Consultation with the child's parents

Loss of privilege

Time out from activity

Loss of break / lunchtime

Expecting work to be completed at home, or at break or lunchtime

Removal from activity, place or equipment

Sending to senior leader

Loss of extra-curricular activities such as school disco, club or trip

Internal exclusion

Children who have recognised behavioural needs may have individual behaviour support arrangements. Parents, class teacher, SENCO, Family Support Advisor and senior leaders will be involved in the creation and oversight of these and they are confidential. Staff will deal sensitively with children who have been affected by another's poor behaviour, without breaching the confidential nature of sanctions that may have been given.

Exclusion are used as a last resort for the most serious of incidents. We adhere to the DfE guidelines for exclusion.

## **Expectations of Behaviour Off-Site**

South Lake Primary School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events and school procedures and consequences will be applied. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

## **Procedures following a behaviour Incident**

We believe that the restorative process is a vital tool in enabling a child to move on from a poor behaviour choice.

Children may be asked to:

- apologise to those who were affected by their actions verbally
- write an apology
- work through a reflection process, using age-appropriate materials.

## **Recording of Incidents**

Incidents of disruptive or dangerous behaviour are recorded using ABC sheets, which are collated and analysed by the Behaviour Lead, Miss Stickley.

**Any allegations of bullying should be reported to the Headteacher.**

## **Other Relevant Policies:**

Anti-bullying Policy

Safeguarding Policy

## **Covid Security Update. September 2020**

It is even more important to use the whole-school mantra of Responsible, Respectful, Ready. Class expectations need to be established as soon as the class is back. Some children will be anxious about returning and unsure about school routines. Many will not have been to school for 6 months.

Children are expected to remain in their year-group bubble and not mix with other children outside the classroom. There are timetables in place to ensure that groups are kept apart.

If there is any behaviour that cannot be dealt with using the usual class routines of:

expectation set, reminder given, personal warning and then classroom-based consequence given, then staff will seek support from a senior leader, particularly if the behaviour risks the covid security of others.

An example of this would be a child who leaves the classroom and is likely to encounter another year group.

Parents or carers will be contacted immediately to discuss ways to manage behaviours which compromise the safety of others.