



South Lake Primary School

**Behaviour Policy**

Policy Number Cur 5

Reviewed by the Curriculum Committee

<b>Issue No</b>	<b>Date Reviewed</b>
1	February 2007
2	February 2009
3	September 2010 November 2012
4	September 2013
5	September 2014
6	September 2016

# South Lake Primary School

At South Lake we operate a Positive Behaviour Policy. We believe our behaviour policy is a vital ingredient in establishing and maintaining the high standards and positive ethos of our school. This policy is effective because it is set within the context of an interesting, active curriculum designed to engage all learners. Our teaching makes extensive use of Assessment for Learning which enables us to ensure the children's ownership and involvement in their learning.

It is important for children to have clear guidelines within which to work. Our school rules have evolved from practice; they are simple and positively phrased. They address the basic needs in terms of organisation and physical safety measures. They encourage the following:

- respect for oneself;
- respect for others;
- respect for property.

All teachers monitor Behaviour for Learning in their classrooms; good Behaviour for Learning is celebrated in assemblies. In cases where a child requires support, the SLT will be informed and a member of SLT may be assigned as Learning Mentor to the child. In the case of a child who finds it extremely difficult to behave appropriately, immediate consultation with parents/carers is the first step. It may be that the child has a particular area of anxiety that will benefit from discussion. Further actions will be tailored to meet the needs of the individual child. These could include: working with the teacher or SENCo to put in place a small stepped programme to improve behaviour and move the child into a 'winning' cycle of behaviour.

The school rules (c.f. appendix 1) are explained to the children at whole school assembly and are then reinforced by all adults in school. We recognise the importance of both extrinsic and intrinsic motivation.

*Extrinsic motivation* includes the use of stamps, stickers and specifically worded verbal praise. Attainment in terms of good behaviour or good academic work is celebrated through the Golden Book in KS1 and Commendations in KS2. Pupils are also nominated for playground awards and "Top Table" lunches if they meet the appropriate success criteria. Our aim is to be able to value and encourage all children to "Be the best they can be".

*Intrinsic motivation* is also central to our work and to achieve this we aim to create a learning culture in which all children develop a "growth mindset". We also work hard to encourage self-motivation through use of Self and Peer assessment and through ensuring that children are actively engaged in their learning.

For further detail see appendix 2.

For children who are anxious or upset we are fortunate to have a Nurture Room available. In some circumstances for children with Special Educational Needs this room may be used for regular movement breaks or planned time out.

Our aim, in terms of behaviour, is to be pro-active rather than reactive. However, in practical terms, situations can arise when children are disrupting learning and need to be removed from the classroom/activity. Teachers and assistants may arrange for the child to work in a member of the Senior Leadership Team's room in order to allow the child to calm down and to ensure that the educational provision of the other children is not compromised. We recognise that a consistent response is essential and at an appropriate point, staff will ensure that the pupil engages in reflection, discussion and a plan for improvement. Proformas such as these (c.f. appendix 3) may be used.

In the context of playground and transition times we aim to ensure that children have good provision in terms of both resources and activities.

We have a high ratio of adults to children including a team leader overseeing lunchtime. In line with classroom practice there is an emphasis on respectful language and considering the needs of individuals. Children will be prompted accordingly. In the case of significant inappropriate behaviour lunchtime staff are asked to: listen to the children, allow time to calm down as required, if necessary offer an alternative activity then re-engage and finally mediate. A lunch time team leader is always available and lunchtime assistants (LTA) are welcome to seek help or advice from a member of the Senior Leadership Team.

We recognise that good communication is essential. The LTA should always report back to the class teacher if a child has difficulties at lunchtime. If more serious incidents occur, or if the problem persists, the incident should be logged in the red folder in the office and referred to a member of the Senior Leadership Team. This folder is checked daily by the Deputy Head.

## **Exclusion:**

South Lake Primary School adheres to the DfE guidelines for exclusion.

## **Behaviour** **Provision and intervention overview**

### Proactive approach – Whole School

Whole school ethos - whole school rules, classroom Behaviour for Learning, active engagement, Assessment for Learning, extrinsic and intrinsic motivation. (Golden Book, Commendations, House Points etc)  
Expectation of all – strong leadership by SLT.



### Proactive approach - Classroom

Carefully considered seating, class generated rules, clear displays including rules. High expectations. Respectful language modelled and rewarded, underpinned by teachers reflecting in a holistic way upon a child's needs. Engaging learning relevant to pupils and including challenge. Visual timetable/individual timetable/support plan as required.  
If required, safe place for calming/thinking time. De-escalation techniques and conflict resolution/mediation.

If a child shows continuous low level inappropriate behaviour



- Discuss with phase leader, SENCO, SLT to decide on way forward eg change in class provision, working with Learning Mentor
- Aim for positive outcome
- Discussion with parents

If there is an ongoing serious level of inappropriate behaviour



- Review support plan, individual targets etc. Inform/involve parents
- Evaluate. Either:
  - Improvement – continue strategies
  - Escalation – revisit and consider need for external professionals/ PSP etc
  - Internal exclusion
  - Exclusion

## **Appendix 1 – School Rules**

### Key Stage 1

1. Be kind to one another
2. Look after everything in our school
3. Always try to do your best
4. Walk quietly in school

### Key Stage 2

1. Treat other people the way you would like to be treated
2. Try to leave things in the same or a better state than you found them
3. Always try to do your best
4. Walk quietly in school

## **Appendix 2**

### **Extrinsic Rewards**

- Focussed praise – verbal, written, physical
- Eye contact
- Body language
- Affirmation and proximity praise
- Voice
- Golden time
- Telling parents
- Golden book/commendations
- Stickers
- Class rewards

### **Intrinsic rewards**

- Learning culture – Carol Dweck. High expectation, challenge
- Assessment for Learning Strategies
  - Children's involvement in choosing their learning
  - Self-assessment
  - Peer assessment
  - Use of purple response pens
- Pupil voice – school council
- PSHCE and roles which develop independence

# Behaviour Reflections

Name .....

Date .....

Description of My Behaviour

Reasons for My Behaviour

1.

2.

3.

Consequences of My Behaviour

How has my behaviour made others feel?

How do I feel now?

What could I have done differently?

Plan for Improvement

.....  
.....  
.....  
.....  
.....  
.....

Signed  
(pupil)

Signed  
(teacher)

1.

What happened? Write or draw what happened

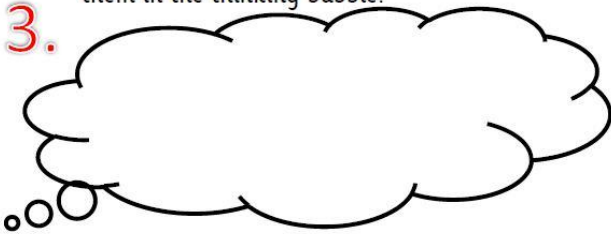


2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.

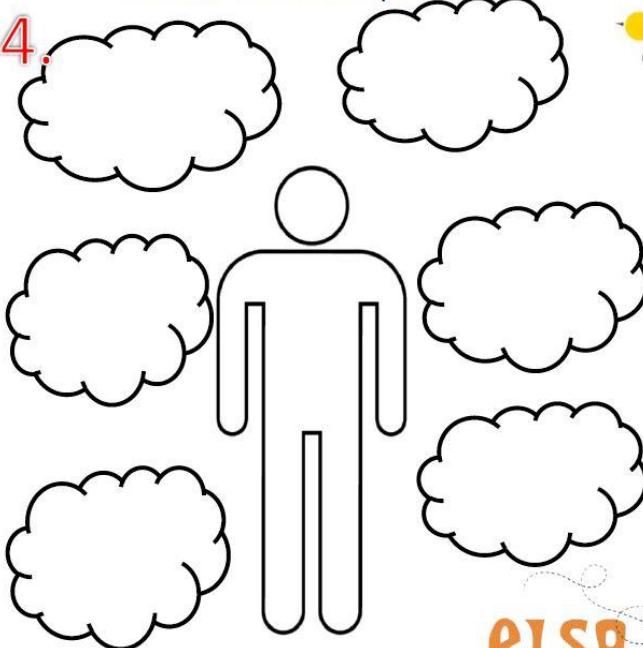


How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.