



Behaviour Policy

At Lakes Primary School, we aim to provide a positive learning experience for every individual, which ensures that everyone achieves beyond their ambition. We take pride in the fact that our pupils are nurtured in a safe, enjoyable, respectful learning environment, which promotes self-belief, confidence and resilience, because everyone in our school matters.

This policy should be read in conjunction with our school policies for:

- Anti-Bullying
- Equality and Diversity
- Teaching and Learning
- Special Educational Needs
- Safeguarding/Child Protection Policy – which lists some key behaviours which are unacceptable (in line with Keeping Children Safe in Education)
- PSHCE
- Learning Outside the Classroom

Aims:

At Lakes Primary School we strive to create an ethos and environment that will develop children into individuals who behave well and tolerate, care and support each other. In order to achieve this, all members of the school community will:

- Treat each other as we wish to be treated ourselves
- Talk and listen to one another in order to understand and respect each other
- Be fair and consistent
- Value, take pride in and care for the school by looking after school property and equipment

Involving Parents and Carers:

Lakes Primary School is committed to developing positive relationships with parents and carers and we readily encourage and value their commitment towards supporting our school aims. So that children receive consistent messages regarding expected behaviour, we work collaboratively with all of our families, building a supportive dialogue between home and school. Information about ways in which parents can help and support their children is provided through school newsletters and leaflets as well as during parent consultation meetings.

Staff will also seek informal opportunities to discuss a pupil's behaviour with parents/carers at the earliest opportunity. We expect that intervention and discussion at an early stage will resolve any minor issues quickly and prevent them from escalating.

Role of Parents/Carers – as set out in our Home School Agreement:

- See that my child goes to school regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for learning and behaviour.
- Support my child with homework and other opportunities for home learning.
- Attend consultation evenings and discussions about my child's progress.

Classroom Environment:

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and should take into account pupils' preferred learning styles. The learning environment will be clean, tidy and attractive with quality resources used that both support and motivate pupils. It is our belief that there is a very strong link between high quality teaching and learning and good behaviour. Children who are suitably challenged and engaged are less likely to present with challenging behaviours.

Rewards:

At Lakes Primary School we believe that children should be encouraged to behave well and work hard. Whilst our aim is that children should do this simply for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We have a number of systems in place in order to reward positive behaviours – as set out below:

- Weekly 'Star Pupil' awards
- Attendance awards
- Golden Welly award for 'OPAL' play
- Readers of the Week
- Certificates or notes home from class teachers
- Reward stickers given for pupils to wear or displayed on work in books
- Opportunities to share work with other teachers including the Head Teacher
- Half-termly 'SHINE' – *presented in a celebration assembly at the end of each half-term to which parents and carers are invited*



We believe that all children should have the opportunity to receive positive encouragement and that everyone has a fair chance to enjoy the positive rewards listed. Children's success, both in their work and in their behaviour, should be measured against their previous performance rather than against that of other children in the class.

Consequences:

The primary aim of our behaviour policy is to promote good behaviour. We use recognition boards through school to praise positive contributions and draw upon the work of Paul Dix's 'When the adults change, everything changes.' However, we do have school rules and staff do not ignore unacceptable behaviour. Sanctions can be issues for behaviour which falls below acceptable standards and staff follow a STEPS approach:

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To support the behaviour throughout school, all staff must follow a consistent approach to behaviour in line with our school policy.

At Lakes we adopt a positive behaviour approach.

Behaviour STEPS

1. Praise positive behaviour examples.
2. Reminder of expected positive behaviour.
3. Warning (max 3 per session).
4. Time Out in classroom in calm zones (KS1 5-10 mins/ KS2 10-15 mins).
5. Loss of playtime/golden time/activity (class teacher to inform parents)
6. Time out in a partner class (max 30 mins).
7. Sent to AHT/HT (parents will be informed by AHT/HT).
8. In school Isolation.
9. Fixed Term exclusion.
10. Permanent exclusion

Immediate Time Out:

Swearing/physical aggression/threatening behaviour.

Time Out Organisation:

Reflection time in a calm area, discuss the incident with an adult before reintegrating back into the session.

Immediate sanction with AHT/HT:

Refusing time out/defiance/vandalism/assault/fighting/stealing.

In addition to the consequences set out above, there may be occasions where children are set extra work or asked to repeat unsatisfactory work until it meets the required standard.

Calm corners are established in all classrooms to help facilitate movement breaks and mindfulness when needed and as appropriate.

All consequences will be proportionate, and account will be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

Children with Special Educational Needs:

The context of the situation and the individual child's needs will be fully taken into account when consequences are applied.

Particular consideration will be given to pupils with special educational needs where their behaviour might arise from their particular need or condition. The school will work collaboratively with parents and carers, and other agencies, if appropriate, in order to

ensure that these behaviours are suitably addressed as they occur. For those children with an Education and Health Care Plan (EHCP), adults may be assigned to them who will support them individually. Any 1:1 support assistants will receive support and training both in-house and from external providers as necessary.

Safeguarding:

As a school, we will consider whether the behaviour displayed gives cause to suspect that a child is suffering, or likely to suffer, significant harm. Where this may be the case, our school policies for safeguarding and child protection will be followed. Where behaviour is continually disruptive, we would consider whether this is as a result of unmet educational or other needs and a multi-agency meeting may be called.

Pupil Support Systems:

During their time at school, some pupils may require extra support with managing their behaviour. As a school, we have a wellbeing lead and therapeutic counsellor who communicate closely with SLT. This is a time-limited intervention used to support the development of specific skills and may include work on: anger management, self-esteem, social skills, friendship issues or social stories. The priorities for the individual pupil will be discussed with the class teacher and consent for counselling work will be obtained from parents/carers.

Further information regarding this service can be found via the website:

<http://www.time4youcounselling.co.uk/>

Preventing Bullying:

Please also refer to our Anti-Bullying policy.

Bullying is deliberately hurtful (physical or mental) behaviour repeated over a period of time. In school, we use the term *STOP 'Several Times on Purpose'* with the children so they can identify whether they perceive it to be bullying.

In order to prevent bullying, we:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for victims
- Teach pupils about their relationships with others through the curriculum
- Write a set of class rules, one of which specifically addresses bullying
- Write stories or poems or draw pictures about bullying
- Read stories about bullying or having them read to a class or assembly
- Make up role-plays
- Have discussions about bullying and why combating bullying matters

Reasonable Force:

In line with government guidance, staff have the power to use reasonable force in order to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

At Lakes Primary School, a number of staff across key stages are trained in Team-Teach. This is a programme designed to help staff manage disruptive and challenging behaviour in a way that is reasonable, proportionate and necessary. The programme focuses on de-escalation as the primary method for dealing with behaviour and holds the key principle that physical intervention is the last resort and only used in order to protect those involved. Through this programme, staff are trained to hold children safely – this form of behaviour management is only used in situations where the behaviour displayed poses a risk to themselves or those around them. Should a situation arise which requires staff to use the Team-Teach approach, parents and carers would be informed and a record of this would be made via our online monitoring system (CPOMs).

Team-Teach training will be revisited and 'refresher' training will be provided in line with the programme requirements. Further information regarding this programme can found via the website: <http://www.team-teach.co.uk/>

Suspensions and Permanent Exclusions:

In the unlikely event of continuing unacceptable behaviour that negatively impacts on the education and/or safety and wellbeing of pupils, it may be necessary to consider a suspension from school. We do not wish to suspend any child from school, but sometimes this may be necessary. Only the Head Teacher has the power to suspend or exclude a child from school. They may suspend a child for one or more 'fixed-term' periods, for up to 45 days in any one school year. On their return to school, a plan will be developed in order to support the pupil's successful reintegration into the classroom.

In extreme and exceptional circumstances, the Head Teacher may permanently exclude a child from school. A decision to exclude a pupil permanently should only be taken in the following circumstances:

- a) in response to a serious breach, or persistent breaches, of the school's behaviour policy
- b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Confiscation of inappropriate items:

Under government guidance, members of staff have the power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This will include:

- Any item posing a threat to others - being used to distract and possibly harm other pupils or staff
- Any item posing a threat to good order for learning
- Any item which is against school uniform rules
- Any item which is illegal for a pupil to have

Conduct outside of the school gates:

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'. This includes behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to/from school
- Wearing school uniform

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents (that occur anywhere off the school premises) to the police as soon as possible.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and the same behaviour consequence system that is used when in school will be applied. Where poor behaviour occurs when a student is travelling to and from the school, the school again reserves the right to utilise the consequence system and/or an exclusion if appropriate. Pupils are encouraged to wear their uniform correctly when travelling to and from the school and should avoid any behaviour that could adversely affect the reputation of the school.

Monitoring and Evaluation:

The school uses CPOMS as an online system for recording and monitoring behaviour. All incidents, however minor, are recorded in order to support school staff in building up a picture of 'the whole child'.

Reviewed October 2024