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Lanesend Primary School

Behaviour Policy Statutory Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: November 2021 (Every 3 Years)
Reviewed By: Teaching and Learning Group

Lanesend Primary Behaviour Policy

Through respect for the well-being of others we aim to provide a safe, secure and peaceful community in which children and staff can work and grow; free from intimidation or discrimination. At Lanesend, we adopt a positive approach to behaviour. We use positive language, encouragement and rewards for good behaviour and a clear, consistent approach for addressing unacceptable behaviour.

This policy sets out rules and procedures that recognise the collective responsibility of staff, children, families and governors in securing an environment in which children are motivated to behave well.

Good behaviour will be fostered through:

- Respect
- A clear set of simple rules, the reasons for which will be shared with the children;
- A consistent approach to behaviour management, supported by a clearly defined set of procedures for rewarding good behaviour and sanctioning unacceptable behaviour;
- PSHE (Personal, Social and Health Education) lessons and Circle Time sessions that encourage children to accept responsibility for their own actions;
- Pupil Council meetings aimed at giving children responsibility and developing a sense of community;
- The courteous and respectful behaviour of adult role models.
- High expectations of all children and adults in our community

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**Our School will do its best to be:**

**Caring** - We treat each other with kindness. We are polite and thoughtful towards others. Creating an atmosphere of mutual respect.

**Courteous** - We listen carefully when someone is talking to us. We respond appropriately, remembering that good manners are important.

**Tidy and considerate** - We keep our school tidy and look after the building and grounds. We share equipment when asked and treat our belongings with care.

**Safe** - We walk around school quietly and safely. We are honest and tell the truth. We ask for help when we need it.

**Our Best** - We try our best every day. In our classrooms we are ready for work. We always try our best, even when we are faced with a challenge.

**Respectful** - Respect comes before everything.

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Helping children to behave well - Rewards

We believe that rewarding good behaviour is the most effective way of achieving it. We do this by:

- ☺ Actively praising children's good behaviour, manners and efforts.
- ☺ Recognising and celebrating children's achievements and contributions through the award of **Positive Stickers and Certificates** throughout the day and in celebration assembly.
- ☺ Awarding **Dojo Points** for good work and behaviour. Each class teacher may choose to reward children for Dojo points in their own way.
- ☺ Encouraging classes to work and behave well as a group to earn stickers or stars for example on a chart leading to a corporate reward when an agreed target is reached (e.g. class party, video, parachute games). This is agreed between the class teacher and their children.
- ☺ Trusting children with **positions of responsibility** within the school, valuing their contribution and encouraging them to have a sense of ownership (monitors, buddies, class jobs and School Council)
- ☺ Rewarding children for remembering their homework, PE kit and reading book through the **Dojo points** system.
- ☺ Using close proximity praise to foster positive behaviour by all.
- ☺ Marking and responding to children's work in a positive and encouraging way.

Helping children to behave well – Keeping playtimes safe and happy

 YES TO	 NO TO
<p>Safe games which friends and others enjoy.</p>	<p>Any rough play, dares, pretend fighting or physical contact games.</p>
<p>Looking after the equipment, playing with things correctly and carefully.</p>	<p>Taking equipment without asking.</p>
<p>Enjoying different areas of the playground.</p>	<p>Running in walking and quiet areas. Entering areas that are out of bounds.</p>
<p>Having fun and being a good friend. Remembering to include people who may be left out.</p>	<p>Unkind behaviour that hurts or upsets others.</p> <p>Playing after the bell has gone.</p>
<p>Doing as the adults on duty ask.</p>	<p>Being indoors without permission.</p>
<p>Using the toilet on the way out to break.</p>	<p>Scissors, glue or drawing on the board during indoor breaks.</p>

Reading, drawing, writing or talking quietly when it is indoor break (games at lunchtime only)	
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Helping children to behave well – Break time Procedures

Low-level misbehaviour

Whilst we accept that all children like to play, our rules are in place to ensure that all children can enjoy their breaks. An adult will speak to any child who is seen to be playing without regard to the rules on duty. They may be given a reminder of the expected standard of behaviour or asked to have a few minutes “time out”. This enables the child to calm down before they resume play. This may also include check-ins and cooling down time, to prepare prior to play.

When children fall out

Inevitably, children will fall out with their friends and peers. Our approach is to **intervene**, to **listen** and to **encourage the children to talk** through the situation and to agree to resolve the matter together and apologise appropriately to develop understanding and forgiveness.

Unacceptable or persistent misbehaviour

Any incidents of unacceptable or serious behaviour must be passed to the class teacher or Head as appropriate. Children who are seen to persistently cause low-level disruption, for which they have had a reminder, will also be passed on to the Head. Midday meals supervisors will also communicate any incidents with the class teacher, both positive and negative. All staff are encouraged to celebrate and recognise positive behaviour and give positive praise and rewards.

Any serious incidents should be dealt with according to the procedures on page 5 of this policy.

Football

Children playing football are expected to adhere to the same rules as premiership teams. Aggressive play, arguing and using bad language will result in the offending child asked to leave the game. The game must be refereed by an adult or peer and the referee’s views must be adhered to.

Duty Procedures

At morning break, staff will ensure that they are present at all times and arrangements for coffee have been agreed throughout the school and must be adhered to so that maximum numbers of adults are on the playground at all times. The non-teaching member will ensure that all children have left the playground at the end of break and returned to their classrooms safely. First-Aid responsibilities have been allocated to all members of staff who are trained.

Helping children to behave well – Sanctions

Classroom behaviour management

Initial reminder

Most behaviour can be addressed through a quiet reminder, using every day classroom management strategies. However, if a child is demonstrating persistently poor behaviour and does not respond to the teacher's* initial warning the following steps will be applied.

Step 1

When a child continues to break a rule, the teacher will **remind them of the rule and check that they understand**. The teacher will emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.

Step 2

If the behaviour persists, the **child is given a warning card** from the 'Good to be green' behaviour system we have in school, and asked to modify their behaviour.

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a means of being able to support those children who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our children to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

If, during the day, a child has to be warned of inappropriate behaviour, or has broken a school rule, they are given 3 reminders of what the good choice would be and if after 3 reminders, the same behaviour continues, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If they modify their behaviour, they return to green. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then they receive a Red Consequence Card. This equates to their age plus one minute in the year group above. Year 6 will be sent to Reception. Once the red reflection time is over, the child returns to green and at the end of each session, all children return to green.

Equally, children will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Children also have the opportunity to be rewarded for very good behaviour by being awarded a privilege card, which equates to an additional reward in their class. We hold a whole school Good to be Green rewards breakfast each week, as well as giving stickers and postcards home.

Step 3

Further misbehaviour is deemed serious. A **red card will be given** and the child will be **sent to work in another class for their age plus two minutes**. The child will be sent with work that they can continue with independently. Wherever possible they will be sent to the age group above. Year six will go to Reception. Teachers may wish to send the child to a senior member of staff if appropriate to the behaviour and the child.

Step 4

If a child misbehaves again, then they are sent to the Head or deputy-head. In very serious incidents, families will be asked into school to discuss their child's behaviour.

** Teachers here are taken to represent Teaching and Learning Support staff.*

Serious and unacceptable behaviour

The following behaviours are unacceptable, they will be addressed immediately and if necessary families will be contacted.

Violence and aggression – the use of threat or any physical force towards both people and property.

Rudeness – walking away when being spoken to by an adult, answering back, swearing, defiance or the refusal to do as has been reasonably asked.

Bullying – the use of any verbal or physical threats, intimidation or harm towards other members of the school community.

In cases of the above behaviour, the Headteacher* will be informed. If the teacher or Lunchtime Assistant requires help, a child will be sent to the Head/Deputy to ask them for assistance.
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* The Headteacher may be represented by the Deputy Head or senior member of staff, who will ensure that the Headteacher is notified if appropriate.

Working with Families

We believe that the most effective way of addressing concerns over behaviour is to work together with families. If we are concerned about aspects of a child's behaviour then we will contact families and invite them to a meeting to agree positive steps forward. Targets will be set, with agreed rewards and sanctions to be implemented. (Behaviour contract devised with all stakeholders.)

Further measures and other Agencies

The school may provide an alternative provision either within school or with other providers or the Island Learning Centre if behaviour escalates to the point of consideration of permanent exclusion.

Exclusion

This sanction is only used in very serious circumstances, where the education or well-being of children at the school is at risk due to the behaviour of a child or group of children. Where behaviour impacts to the point where exclusion is the next step, the Headteacher may consider a change of class for that child. The use of this sanction is carried out in accordance with the Isle of Wight County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Additional Educational Needs

As a preventative measure, the AEN team will ensure that all staff are aware of procedures linked to specific children who have individual risk assessments for behaviour.

Lunchtime debarment

Lanesend Primary School reserves the right to exclude a child from the premises for the lunchtime break. Families will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk.

Referrals to other agencies

Concerns relating to child welfare and behaviour are discussed regularly within our teams.

Where appropriate, the school may seek advice and support from other Outside Agencies. These may include the Education Psychology Service, Social Services,

School Health, Child and Family Guidance and the Behaviour Intervention Service. Families will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

Roles and responsibilities

All staff take a collective responsibility for consistently and fairly implementing the agreed behaviour policy. We also expect that families will support the school in its commitment to achieve high standards of behaviour at all times.

The Head teacher and staff monitor behaviour on a weekly basis, through the application of the rewards and sanctions. Governors are notified of any exclusions or serious incidents.

Other related Policies

Please see our Positive Handling Policy for further information.