



LINCOLN GARDENS PRIMARY SCHOOL

Behaviour Policy

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APPROVED: GOVERNING BODY	DATE:
SIGNED:	ROLE:
TO BE REVIEWED:	SPRING 2017

Behaviour Management Policy

At Lincoln Gardens Primary School, we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will learn and achieve.

To ensure that our staff can inspire all children to enjoy and achieve, the school community; children, parents, governors and staff have created our own code of conduct, called The Lincoln Gardens Code;

The Lincoln

Good listening, thinking and responding

Always produce your best work and try your hardest

Respect everyone and everyone's belongings

Do tell the truth

Everyone follows the 'S' rule for moving around the school

Nurture friendships and be kind

Smile – even when the going gets tough.

CODE

It is important that the children walk around the school in a positive manner and all must follow the 'S' rule.

The '**S**' rule for moving around the school;

- **S**ingle file
 - **S**traight line
 - **S**sshhh
 - **S**afely
- (and always with a **S**mile)

Consequences

	If I do this:	This will happen:
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Stage 1	Repeatedly ignoring / not following the Lincoln Gardens Code	One Warning (name on the board)
	Continue to ignore code	Remove 1 dojo (name moved onto yellow)
	Continues despite previous consequences	Remove 1 more dojo (name moved onto orange)
		Remove 1 more dojo and name moved onto red (5 minutes playtime to be lost.) 1 st time – class teacher (add to cpoms) 2 nd time – class teacher (add to cpoms) 3 rd time – phase leader (yellow card to be discussed)
		Each child must be placed back on the green zone at the beginning of each lesson.
Dojos can be awarded back to the children if they have restored their behaviour from which they had lost the dojo in the first place (Lincoln Gardens Code)		

Stage 2	If I do this:	This will happen:
	Sent to the phase leader due to dojo loss Challenge to adult authority Use of abusive language to cause offence Bullying Deliberately creating a disturbance Leaving classroom without permission Being sent out of the class for disrupting learning Classroom / Playground Fights	Yellow Card Behaviour Tracker (report card) (Issued by the Phase Leader @ Lunchtimes) Parents to be contacted to discuss the yellow card (class teacher) Child unable to go outside at lunchtimes Collecting three Yellow Cards in one half term = move on to Stage 3

Stage 3	If I do this:	This will happen:
	Collecting three Yellow Cards in one half term Repeated Bullying Vandalism Intentional Violent Behaviour Stealing Racism Any toxic substances on school premises Any dangerous items on school premises	Red Card Behaviour Tracker (Issued by the SST) Contact to be made with home and a meeting called Child unable to go outside at playtimes or lunchtimes Child unable to participate in after school clubs Child unable to represent school in sport / music

Stage 4	If I do this:	This will happen:
	Collecting two Red Cards in One Term Serious Challenge to Authority	In School Isolation for a period of time, Meeting called with parents Work set by the teacher but completed in isolation from class No breaks, trips or clubs

Stage 5	If I do this:	This will happen:
	Extreme Violence Physical Abuse to children and staff Not responding in a positive manner to Stage 4	Fixed Term Exclusion (see LA policy)

Red and yellow cards will be given to the children by the phase leaders and SLT.

Rewards

At Lincoln Gardens we recognise that it is important to acknowledge children for good behaviour. Positive recognition is used to:

- Encourage pupils to behave appropriately
- Improve pupils self esteem
- Create a positive classroom environment
- Establish positive relationships with pupils
- Motivate pupils.

There are a variety of ways that we celebrate good behaviour:

Golden Assembly

This is an achievement assembly which takes place every Friday and children who always follow the chosen Lincoln Gardens Code for that week will be nominated. Teachers choose a child from their class to be put in the gold book and these children will be part of 'always club' for the day. In always club, the child gets to sit at the top table in the dining hall for their lunch and take part in a creative activity for an hour in the afternoon.

Mathematician of the week

Throughout the week, staff identify children who they feel deserved to be praised for their work in maths. This is not always the best mathematicians but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found the work challenging. The names of the children will be sent to the maths leader with the reasons for their nominations. The maths leader will then pick a winner from the list and the winning child will receive a cup man trophy to keep and take home.

Writer of the week

Throughout the week, staff identify children who they feel deserved to be praised for their writing. This is not always the best writer but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found it tough. The names of the children will be sent to the English leader with the reasons for their nominations. The English lead will then pick a winner from the list and the winning child will receive a scroll certificate to take home.

The Kindness Cup

Each week the children are given the opportunity to nominate another child for an act of kindness. A cup is given to the child in Golden assembly and they keep this cup for a week. When choosing the winner, the staff are requested to look for the consistently kind and well behaved child not just one off acts of kindness. A register is kept of children who have been awarded the cup by Mr Johnson.

Sport Award

Mr Briscoe, the PE leader, selects one child from across the school who receives recognition for their sporting achievement in lessons. The child receives the sport trophy to take home for a week.

Amazing Adult

Each week, children nominate an adult in the school who they feel need recognising for their hard work. The children write the names of the adult and place them in the amazing adult box. The deputy head chooses one name from the box and the adult receives the amazing adult badge for the day as well as an invitation to join the always children for lunch on the top table.

Reading Monster Award

Each child that reads four times a week or more at home will get their name put into the class bag. The class teacher will bring their class bag to the golden assembly where all the names for each key stage will be put into one bag. Names will be drawn out of the bag and the children selected will win a prize. At the end of each half term, the children who have read four times or more each week for the half term will have their names put into a bag with the chance to win a book.

House Points

Each child in the school is placed into a house team. They will earn gems for their house when they go above and beyond the Lincoln Gardens Code.

If a child is sent to another class to show some work then they will be rewarded with a gem that they can put into their house pot back in the classroom. At the end of every week, the gems are counted by house captains and a running total is kept.

The house with the highest number of gems at the end of the term will be rewarded with a treat.

Class Dojos

Each child will have the chance to earn class dojos based on their conduct in the classroom. Each teacher will have the Lincoln Gardens Code as their rewards and sanctions, each with a value of 1 dojo. These be rewarded and removed at the discretion of the staff in the room.

Note – whole class dojos may be awarded but only removed individually.

Children will get the opportunity to spend their dojos, at a designated time, at the Dojo Shop.

1,000 Dojos.

If a class earns 1,000 dojos then they will be allowed to spend an hour in an afternoon taking part in an activity which has been chosen by the class. This could be something like baking, arts and crafts or even a sporting activity. It has to be an activity that involves all the children of the class. All chosen activities must be cleared with a member of the leadership team. There is only allowed to be **one** dvd per academic year.

Reception Pot of Gold – Consequences.

Reception children have their own version of the behaviour chart called Pot of Gold. Each class has a display with a sun, cloud, raincloud, rainbow and pot of gold. All the children start on the sunshine. If they show any behaviours which are deemed to be inappropriate then they receive a warning, if this continues they are moved to a cloud then the raincloud. If a child puts right their inappropriate behaviour then they are able to move their name back one step at a time (at the discretion of the teacher).

If a child is moved onto the cloud then they have immediate time-out (3 minutes) to think about their actions. This time will be spent with the Foundation Phase Leader. If the poor behaviour continues a further warning is given before moving onto the raincloud. Another time-out will follow this step if required. If they remain on the raincloud by the end of the day then parents will be spoken to by the class teacher.

The nursery children are rewarded with gold star badges for positive behaviour and these are taken home. The children return their badge the following day and receive a certificate. For any poor behaviour the staff follow a similar procedure to that of the reception classes at their discretion.

Playground Behaviour

When dealing with children on the playground, it is vital they are given a chance to 'calm down' before engaging with them. This will ensure the issue can be dealt with in a calm and reasonable manner.

Pupils are expected to show good standards of behaviour whilst on the playground. The Lincoln Gardens Code applies to the playground and these should be constantly reinforced by all members of staff. Staff should be prompt when on duty. Teaching Assistants can cover a teacher's class so that they can have the opportunity for a comfort break. Staff should be proactive when on duty and be observant of potential problems, gaining a child's attention can be done by using a whistle. The end of playtime is indicated by the buzzer and a long whistle blow. Children should stand still and when asked walk promptly to their lines after the whistle. Due to the size of key Stage 2 playground staff are asked to help their colleagues by being on the playground promptly to help with the lining up process. Children will then be led into the building by their Class Teacher.

A child should not be left in a classroom at playtime unsupervised.

All children should be challenged as to why they are in the school building at break times and not allow children to wander in and out of the school as they please.

Staff need to ensure that all the above are common messages to the children. An immediate consequence of not following the Lincoln Gardens Code for the teacher on duty will be: Time out with the teacher or against the wall. The teacher on duty may feel it necessary to share the problem with the child's class teacher at the end of the playtime.

Lunchtime Behaviour

Children are expected to continue their good standards of behaviour throughout the lunchtime period and to treat the lunchtime staff with respect. It is the responsibility of SLT to ensure that the Lunchtime staff are aware of the philosophy of the school and the procedures that are available to them in order to manage behaviour fairly and well.

Rewards for good behaviour at lunchtime could include:

- Stickers
- Certificates
- Gems

Consequences of poor behaviour will be:

- Taking last place in line
- Sitting apart from friends
- Name entered in the lunchtime diary
- Made to stand at the wall for a given time (no more than 10 minutes)
- Send to the SLT or phase leader who will take the appropriate action

Recognition

Pupil behaviour will be monitored as a means of being proactive in dealing with any problems. This will be through the use of the Pupil Profile which is a blue monitoring folder kept in the child's class and is accessible to all members of staff. Staff note down any significant behaviour problems or any contact with parents or outside agencies. Staff are made aware of the confidential nature of these sheets. Teachers look for regular patterns of behaviour and keep parents and senior staff informed of any pupils with behaviour problems. There will be a comment on the end of year report based upon behaviour.

Bullying

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see anti-bullying policy)

Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any act of racism will be reported in the child's behaviour profile. (see anti-racism policy)

Learning from Mistakes

As a school we believe that children should be given the chance to correct their mistakes and believe that there is always a positive solution. It is a key to how we manage behaviour that children should learn from their mistakes. With this in mind individual children are given time to talk about their behaviour problems.

Key Worker and Vulnerable Children

The school keeps a list of children who often need a little extra support to ensure good behaviour and/or help to access staff if they are feeling that they need further support because they are vulnerable. The class teacher is of course the first key worker but these children have an additional named worker who regularly makes themselves available. This list is reviewed by staff and is confidential in nature.

Pastoral Support Plans

The school uses pastoral support plans for children who need supportive strategies and arrangements in order to ensure good behaviour or emotional/social well-being.

SEN

For some children it will be necessary to place them on the SEN list for behaviour. The school now works under the new SEND code of practice. This will be for either using our nurture or pastoral support to modify behaviour,

for setting up behaviour plans or using outside specialists such as Behaviour Support team or educational psychologists. Specific targets will be set and reviewed regularly. Parents will be consulted and asked to sign relevant documentation.

Inclusion and Equal Opportunities

The school has a duty under the Equality Act 2010, in respect of safeguarding (Keeping Children Safe in Education) and in respect of pupils with special educational needs (SEND Code of Practice) to ensure that all children are given opportunities to thrive and succeed – this may mean that adjustments for their special needs or circumstances may need to be made. If the pupil had behaved in a manner which breaks the school behaviour policy they would have to have consequences applied but their special need must be considered. This would be referred to as a Reasonable Adjustment e.g. –

- If a pupil with ASD had been unkind to another pupil, staff would need to consider how the pupil would react to a reprimand that other children would be able to manage.
- A pupil undergoing a bereavement may need some extra consideration when being challenged for being unkind.
- A pupil with a particularly challenging home circumstance may need some extra support to understand what acceptable behaviour is.

Roles and Responsibilities.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, updated 2002 and 2006 and the Education Act 2011 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in school.

The latest guidance from the DfE; "Behaviour and discipline in schools Advice for headteachers and school staff February 2014" also forms part of the school behaviour policy and which gives all paid members of staff the right to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

The Role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rights are enforced in their class, and that their class behaves in a responsible manner during lesson time. Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave to the best of their ability.

The Role of the Learning Mentor

The Learning Mentor has a specific role in working on the behaviour strategy of the school in terms of inclusion. The Learning Mentor will work with targeted individuals and groups whose learning, conduct or emotional behaviour limits their access to learning. Class Teachers or the Headteacher will make referrals to the Learning Mentor.

The Role of support staff

All support staff and Lunchtime Supervisors are expected to follow the policy in respect of the school rights and Consequences. They offer praise and reward good behaviour positively by using appropriate rewards such as stickers. As part of the

The Role of the Parents

At Lincoln Gardens Primary we work collaboratively with parents. We explain the School Behaviour Policy in a booklet for parents and use a Home School Agreement as a means of setting up a partnership between the parents and the school. If the school has to use reasonable sanctions to punish a child it would be expected that the parent would support the school. If parents have any concerns about the way their child has been treated then they should

initially contact the class teacher or the Headteacher. If the concern remains, they should contact the School Governors or North Lincolnshire Authority.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

Fixed Term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days then the Headteacher must arrange for the pupil to be educated on an alternative site. Looked after Children must have alternative provision from day one. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil permanently he/she must inform the parent's immediately, giving reasons for the exclusion. At the same time the Headteacher must make it clear to the parents that they can appeal to the governing body. The school informs the parents how to make such an appeal.

The Headteacher informs the LA and the governing Body about any permanent exclusion and any fixed term exclusions beyond fifteen days in one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the pupil is to be reinstated then the Headteacher must comply with this ruling.

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the schools rolling programme. The Headteacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

Mr Craig Jackson – Behaviour leader.

Revised Autumn 2016

Next review Spring term 2017