

Rationale

- All staff, governors and children have high expectations of the standard of behaviour in school. This includes respect for all.
- At Lothersdale Primary School all children and staff have the right to feel safe in their school environment; the behaviour of everyone should support this.
- Good behaviour is promoted at all times and is not simply expected and accepted but rather must be noticed and remarked upon.
- Good behaviour is promoted but at times there will be instances of unacceptable behaviour and it is in these cases that sanctions will be imposed.
- Where behaviour is considered severe the school will work in partnership with the parents and where necessary outside agencies.

Aims - Promoting Good Behaviour

1. The expectation of good behaviour is the guiding principle. We have a whole school approach based on 'Golden Rules', which are displayed prominently in every classroom and other areas of school. These rules link to a daily reward of 5/10 minutes golden time in Class 2 and a weekly reward of 15 minutes golden time in Classes 3 and 4.
2. It is a specific policy in school that good behaviour is noticed and remarked upon. All staff are encouraged to look for good behaviour and to praise it.
3. Staff are expected to set an example treating pupils and each other with courtesy and respect.
4. The curriculum is used as a vehicle for the promotion of good behaviour. SMSC (including Fundamental British Values) and PSHCE lessons provide opportunities for discussion.
5. We have high expectations of behaviour. Pupils are encouraged to be responsible for their own standards of behaviour and they are encouraged to promote standards of good behaviour in other pupils. Older pupils are expected to demonstrate good behaviour to younger ones at all times.

6. Parents are encouraged to support the school behaviour policy, which is available on request. Where the behaviour of a child causes concern parents will be made aware and asked to discuss their child's behaviour with a member of staff. The trigger would be repeated incidents of inappropriate or anti-social behaviour. Intervention would be early.

Sanctions

Pupils and staff members have a clear understanding of which sanctions can and should be used for inappropriate and anti-social behaviour. Teachers are expected to use a degree of professional judgement in deciding if and when to impose a sanction and the severity of that sanction.

Unacceptable behaviour in the classroom/on the playground (i.e. breaking the Golden Rules) is dealt with as follows:

Class1:

Class 1 have a golden rules chart - if children break the golden rules they move their names onto a cloud. Positive behaviour is rewarded by the child's name being moved onto a rainbow. At the end of the day the children on the rainbow are celebrated.

Classes 2, 3 and 4:

1. The child is warned that they are choosing to break the golden rules and if they continue will lose a golden minute.
2. If child continues they lose a golden minute, up to a maximum of three in one instance before moving to step three.
3. If the inappropriate behaviour continues the child will miss the next playtime. Depending on the individual child this time may be spent: a) doing allocated tasks eg. sharpening pencils b) discussing inappropriate behaviour with teacher c) writing an apology letter d) completing unfinished tasks e) standing in an allocated place e.g. by the garden wall/outside the Headteacher's office.

Formal Sanctions

Continuous inappropriate behaviour is reported to the Headteacher and dealt with accordingly.

Severe Behaviour

The following behaviours are those, which will be considered as serious by the school.

- Violent, aggressive or inappropriate behaviour towards another child or an adult.
- Using foul or abusive language, including homophobic or racist comments towards another child or an adult.
- Refusing to carry out an instruction given by a member of staff.
- Vandalism.

In some cases the severe behaviour may warrant immediate exclusion in order to discuss the situation.

If it is a first offence and does not warrant immediate exclusion parents will be contacted and the consequences negotiated between them and the Headteacher. The results of any further severe behaviour will be made clear. Rewards for future good behaviour will be determined at that meeting.

If a second offence occurs, threatening the good order of the school but does not warrant immediate exclusion a formal warning will be given to the child and parents.

For subsequent severe behaviours fixed term exclusions will be instituted which give the school time to plan for the return of the pupil.

If the actions instituted do not result in an improvement in the pupil's behaviour then the school will consider the appropriateness of permanent exclusion.

If a severe behaviour is a danger to the safety of others it will be recorded in an Incidents File.

Special Educational Needs (Behaviour)

Children who are named on the school's SEN register, as having behavioural problems will receive the appropriate support and monitoring.

Outside agencies, such as the Behaviour Support Service will be brought in to give advice on children who are displaying behaviour problems.



This advice usually takes the form of behaviour management strategies for teachers/teaching assistants/parents and the situation will be reviewed regularly in school. Children with an Educational Health Care Plan who have behavioural problems will be reviewed annually, at a formal meeting, which will be attended by a representative of the Behaviour Support Service and the School Psychological Service.

Temporary and Permanent Exclusions

There is a separate policy on temporary and permanent exclusion set out by the Local Authority.

Approved by the Governing Body Autumn 2017

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Policy to be reviewed Autumn 2018

Signed by: (Governor)