



# Lacock Primary School

## Behaviour Policy

Status	Adopted		
<b>Date adopted by governing body:</b>	October 2021		
<b>Review Date:</b>	September 2022		
<b>Revision History:</b>			
	Revised at staff meeting	V2.3	October 2021
	Revised at staff meeting	V2.2	Nov 2018
	Revised to take out exclusion section – now forms separate policy	V2.1	January 2017
	Revised with staff	V2.0	September 2015
	Minor revisions following staff meeting	V1.1	December 2013
	Richard Hearn based on previous policy	V1.0	October 2013

Chair of Governors: Simon Winfield

Date: 12 October 2021

***A school's central purpose is that children should learn. Good behaviour makes effective learning and teaching possible. Poor behaviour disrupts this purpose (Elton Report).***

## **1. Aims and objectives**

It is the primary aim of Lacock Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules which have been devised with the children; (see appendix A) the aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

The idea of what is appropriate behaviour is not always automatically learned and all members of the school community must help to demonstrate positive behaviour and act as good examples.

## **2. The Lacock Way**

The Lacock Way is displayed in every classroom and around the school to encourage and remind children of the right path and of our high expectations. The Lacock Way reminds children to follow God's message by:



Each teacher explains and expands the Lacock Way in an age appropriate way specific to their class.

### **3. Recognising positive behaviour**

#### **Positive consequences – what do we do?**

3.1 We praise and reward children for good behaviour in a variety of ways,

- Recognise and highlight good behaviour as it occurs
- Congratulate children for all their efforts
- Positive verbal and written comments on children's work
- Children can be moved to 'The Sun' or 'The Kite' for showing positive choices
- Each week we nominate a child from each class to be receive a special award in Celebration Assembly. These children are mentioned in our weekly newsletter to be celebrated within the whole school community.
- Children that have been seen following the School Value that week are also celebrated in Celebration Assembly.
- Awarding class dojo points. These are collected individually and as a whole class for rewards.

Our whole class reward approach to behaviour management is class dojo. This recognises when the whole class are working really well together and showing a great team effort. It could be that all children are focussed and on task, or fantastic problem-solving skills, excellent behaviour during a trip or listening to a visitor and other reasons. When the whole class are showing super learning behaviour they are rewarded with a whole class dojo point. Once the whole class target reached the class will receive a whole class reward which is decided together. This could include a trip to the park, watching a film, popcorn party, extra golden time, picnic on the field, disco, non uniform day. As an extra incentive they will be awarded with a class mini treat for when they reach the half way mark. The treat is a surprise and written inside the golden envelope.

The school also acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in their out of school achievement certificates to be shared and celebrated with their peers.

### **3. Negative consequences – The Kite, The Sun, The Rainbow, The Cloud and The Raindrop**

All children begin each day on 'The Rainbow'. We believe that each day is a new start and encourage all children to start each day positively. Children may be moved to the cloud or the raindrop if they are not following the Lacock Way as outlined above.

3.1 We acknowledge that children as part of growing up, sometimes make a poor choice and they have to be given the opportunity to turn a poor choice into a good one.

3.2 The school employs a number of negative consequences to implement the school rules, and to ensure a safe and positive learning environment. We employ each negative consequence appropriately to each individual situation.

3.3 If a child makes a poor choice, we use the following sequence of strategies which are very effective (and can also be used in the home situation):

- Step 1 – 'The Look'. There will be a non-verbal cue from a member of staff in the classroom to encourage them to think about their choices.
- Step 2 - The child is given a verbal reminder to think about their choices and a remind about moving them to the cloud.

- Step 3 – If the poor choice continues the child is asked to sit on the Think Chair for 1 or 3 (depending on age of child) mins
- Step 4 - If the poor choice continues, the child receives their first warning, together with an option of how to turn their choice around. The child's name is then moved to the cloud.
- Step 5 - Continued poor choices would result in a second warning (The child would be moved to the raindrop resulting in 10 minutes of play time missed), once again with a reminder of what the child should be doing. If any children miss any playtime, this will be logged in the Child Matters book.
- Step 6 – If poor choices continue after this point, the child is asked to see Mrs Jackson or another class teacher. On any occasion where a child is taken to Mrs Jackson, parents will be notified by the class teacher.
- Step 7 – If an incident of harm to another child/adult or swearing takes place the child will automatically lose all of their morning break. The class teacher or adult in charge will report the incident and loss of playtime to the child's parents at the end of the school day. The incident will be reported to Mrs Jackson who will intervene if necessary.

If the child is not responding to this system and behaviour is continuing to be a cause for concern, we would always consult with parents before deciding together on the next stage of action. Parents will be invited to attend a meeting with Mrs Jackson and Class teacher to discuss the child's behaviour and necessary next steps to support the child. This could include deciding to place the child on an individual behaviour plan. Where a child is struggling significantly with their behaviour and conduct in school, the school may suggest involving the Behaviour Support Team. The head teacher with the support of the Chair of Governors has the responsibility for giving fixed-term exclusions to individual children. Repeated or very serious acts of anti-social or negative behaviour may result in permanent exclusion of a child. At any point, the negative consequences will be adapted and reviewed to support the needs of individual children. This will be discussed with their parents and shared with other members of staff.

#### **4. Expectations**

We expect children to try their best in all activities. However, if they do not do so, we may ask them to revisit their learning.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and redirects the child's poor choice by providing support.

The school does not tolerate bullying or racism of any kind. We adopt a zero-tolerance approach to bullying or racism by adults or pupils, and any such incidents will be investigated then dealt with promptly and firmly. (Please see the anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of The Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

#### **5. The role of the class teacher**

The class teacher discusses the Lacock Way with each class and what this looks like in their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of poor choices, the class teacher discusses these with the whole class during PSHE lessons. Negative consequences are taught and practiced and children are taught what to do at each step.

It is the responsibility of the class teacher to ensure that the Lacock Way is enforced in their class, and that their class behaves in a responsible manner during the day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Lacock Way consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class; the class teacher keeps a record of all such incidents in the Child Matters book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare officer social or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6. The role of the head teacher**

It is the responsibility of the head teacher, to comply with section 89 of the Education and Inspections Act 2006. 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 head teacher to ensure the health, safety and welfare of all children and adults in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of bullying, racism and bad language. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **7. The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The Lacock Way is in appendix A and on our website and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use negative consequences beyond step 4, parents will be informed. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the head teacher. If the concern has not been resolved, then the chair of governors needs to be contacted via the clerk to the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **8. The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour policy, but the Chair of Governors may discuss significant consequences of poor choices and discuss these with the head teacher. The head teacher must take this into account when making decisions about matters of behaviour.

## **9. Fixed-term and permanent exclusions**

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this (DCSF Exclusions 2007).

As a school we follow the Local Authority Exclusions guide and the DfE exclusions document.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider 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 governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **10. Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of positive and negative behaviour. The class teacher records minor classroom incidents in the child matters book. The head teacher records those critical incidents where a child is sent to him/her on account of significant poor choices. We also keep a record of any incidents that occur at break or lunchtimes in the child matters book.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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.

## **11. Review**

The governing body reviews this policy every year. The governors may review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Date of policy last review:** September 2021

**Reviewed by:** Teaching staff

**Ratified by:** FGB

**Date of next review:** September 2022 or sooner if there are significant changes