

# Lakeside

**Community Primary School**



## Behaviour Policy

H McMahon - Behaviour Lead 2017-2019

|  
**ONWARDS and UPWARDS**  
**REACHING FOR THE STARS**

A stylized black silhouette of a person with arms raised, reaching towards a teal rectangular area containing several yellow stars.

At LCPS we believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We believe that Learner perform best when they are encouraged and rewarded and when parent/carer/carers are involved.

We encourage learners to achieve and realize their potential in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe learners will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Learner that Learner should be encouraged to form and to express their views.

### **Aims**

- To provide clear and precise guidelines which enable decisions relating to discipline to be made. It is important that these guidelines are adhered to by all concerned, and that they are made explicit to learners and parent/carers
- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among learners.
- To prevent all forms of bullying among learners by encouraging good behaviour and respect for others.
- To work with other schools to share good practice in order to improve this policy.

### **School Charter – Non negotiable**

- Achieve our best in all we do
- Be calm and sensible around school
- Be friendly, well mannered and respectful
- Listen to others
- Help when we can
- Work together
- Be honest

The school charter is displayed in all classrooms and other appropriate areas around school. Teachers also have the charter on the back of their ID badge for quick reference. At the start of an academic year, class teachers will discuss the school charter and refer to it throughout the year.



### **Class Dojo**

Class Dojo is an online behaviour management tool used to records positive and negative behaviours and communicate this to parent/carers

At the start of an academic year each class will be set up on the Class Dojo online system. Members of staff have an individual log in and password to access the system.

Class teachers share their classes with the rest of their year group and the following individuals:

- Head of School, Assistant Heads, Deputy Head
- Safeguarding Officer
- Behaviour Leader
- P.E. coaches and anyone outside the year group that may teach the class (covering PPA etc.)

Learner earn positive dojos for a variety of reasons:

- **Attendance** – weekly – Given if they are here on time every day. Office provide list on Friday.
- **Creativity**
- **Exercise** – Given if parent/carer/carers record in home school diaries that they have completed 30minutes of structured exercise.
- **Good learning**
- **Helping others**
- **Homework** – Given on a Tuesday (when homework is due in) if homework is handed in on time to completed to an acceptable standard.
- **Listening to others**
- **Manners**
- **Being on task**
- **Outstanding learning**
- **P.E. kit** – Given if a learner is wearing the correct P.E. kit for the session (refer to PE kit expectations- detailed within the parent/carer section of the school website)
- Persistence
- **Reading** – Given on a Friday if a learner has read at home at least three times that week
- **Spellings** – Given if a learner scores 85% or more in the weekly spelling test
- Teamwork
- **Uniform** – Given daily if a learner is wearing the correct uniform (refer to Uniform Expectations- detailed within the parent/carer section of the school website)

Learner can also loose dojos following a verbal warning if their behaviour continues to be unacceptable for reasons including:

- **Being rude**
- **Disturbing others learning**
- **Hurting others**
- **Not following instructions**
- **Being off task**
- **Receiving a Behaviour Incident Form** (This can only be issued by Behaviour Leader or a member of the Senior Leadership Team) - Refer to Behaviour Incident Form section.

### **Communication with Parents/Carers**

Parents/carers are required to download an app to view their learner's dojo account using a given code to access. An introduction letter, permission form and individual dojo code should be sent home to any new starters or parent/carer not yet signed up to the system.

Additional letters and codes should be sent home and a phone call or face to face conversation should be had with any parent/carer not signed up to the system to encourage them to join.

Class Dojo is the main method of communicating with parent/ carers regarding their learner's behaviour in school. As well as receiving updates on the dojos that their learner receives, parent/ carers can view school and class stories with regular updates about what is happening in class and school.

School Stories – To be updated by Behaviour Leader/SLT. Any news or updates which staff would like sharing should be emailed to the Behaviour Leader/SLT to put on.

Class Stories – To be updated by Class Teacher on a regular basis.

Parent/ carers can also private message teachers. The following rules must be followed:

1. Messages are to be used for finding out about a learner's progress, behaviour, attainment and general class comments.

2. Messages about attendance/illness are not permitted through class Dojo, parent/carers must communicate this direct to the school office.
3. Teachers may not reply immediately, especially if messaged out of working hours. If it is something that needs dealing with urgently then parent/carers should contact school to arrange a meeting or speak to a member of staff at the next available opportunity.
4. Parent/carers must be respectful towards staff, other parents/carers and Learner when commenting on posts or privately messaging staff.

## **Positive Consequences (Rewards)**

### **Individual**

#### **Class Dojo Prize**

At the end of each half term, learners will be given a time slot to come to the 'Dojo Café' and claim a prize. The prize a learner wins is determined by the amount of dojo points they have earned. Refer to Key Stage posters for points and prizes. (see Appendix)

#### **Top Dojo Winner**

- In Achiever's Assembly each week, the learner who has earned the most dojos that week receives a certificate and class dojo sticker.
- At the end of a term, the learner who has earned the most dojos in that term receives a certificate and medal. They are invited to Afternoon Tea with the Behaviour Leader and members of SLT.

#### **Lakeside Legend**

- A learner per class is selected to be the weeks 'Lakeside Legend' they receive a sticker and certificate during the weekly Achiever's Assembly, a copy of the certificate is also kept in the 'Phases Legends' book and displayed in the learning zone. This can be awarded to celebrate their achievements in their learning, attitude to learning or improvements in their behaviour.

#### **Instant Rewards**

When learners have excelled in an area of learning or have behaved exceptionally they can receive an instant reward at a member of staff's discretion.

This can include:

- Going on the slide
- 5 min on trim trail
- 5 min colouring
- 5 min playing football/games etc

### **Class**

- The class with the most dojo points in each Phase will receive a certificate, trophy and a small reward in October, February and May.
- The class with the most dojo points in each Phase will receive a certificate, trophy and trip reward in December, April and July.

## **Negative Consequences (Sanctions)**

Negative Consequences, which must be applied fairly and consistently, have been devised to not be degrading or humiliating to any learner.

They are as follows:

- Learners get a verbal warning regarding their behaviour.
- If a learner continues to make the wrong choices, they will lose a dojo. Class teachers can issue 5/10 minute payback at break or dinner/complete learning at homework club and use partner classes if a learner needs 5 mins to reflect on behaviour.
- If a learner repeatedly loses dojos during a morning/afternoon session, the Class Teacher can decide to send a learner to dinnertime detention (supervised by a member of the Senior Management Team/Behaviour Lead).
- If a learner's behaviour is still a cause for concern then additional consequences can be given including after school detention, on site and off site seclusion, fixed term and permanent exclusion. The consequence flow chart (Appendix 2) outlines the process.

## **Dinnertime**

If a learner has made the wrong choice at dinnertime, they are immediately asked to have time out with an adult – either sitting out or holding an adult's hand to calm and reflect.

If an incident occurs which staff deem need more than time out on the playground, they can send a learner to pay back time in dinnertime detention room. If a learner is sent to dinnertime detention, the adult in charge will remove dojos for the incident.

## **Behaviour Incident Forms**

If an incident occurs which staff deem to be highly unacceptable, a Behaviour Incident Form must be completed.

These include incidents of:

- Verbal Abuse
- Threat of physical violence
- Actual physical violence
- Racial, Homophobic, Disability, Religion and belief, or Age Abuse
- Damage to belongings or property

A Behaviour Incident Form needs to be completed within 24 hours of the incident occurring and sent to Behaviour Leader to log. The class teacher must inform the parent/carer that the behaviour has occurred, remove appropriate dojos and then explained that SLT/behaviour lead may issue an additional consequence after further investigation of the incident.

A behaviour incident form can also be completed if the class teacher feels that additional support/ideas or strategies to deal with a learner behaviour arises. This may be due to a series of dojos being lost in class, dinnertime detentions being used or the system not seemingly improving the behaviour. SLT/behaviour lead will discuss the learners during behaviour meetings and feedback to the class teacher with next steps plans.

## **Exclusion – Fixed Term and Permanent**

Only the Head of School/ Executive Head (or a member of staff deputing for the Head in their absence) can exclude a learner. Exclusion is used if the behaviour exhibited is very serious or other consequences have already been used and there is not a significant improvement in the learner's behaviour. Exclusions can be in the form of 'Fixed Term' – of anything from ½ a day up to 45 days away from school or a 'Permanent Exclusion' where a learner will not be allowed to return to school (after the governing board has upheld the Heads decision)

Additional information regarding exclusions can be found on –

<https://www.gov.uk/school-discipline-exclusions/exclusions>

### **Learner Support**

A number of learner support systems are in place and are proving effective in promoting good behaviour. These include:

- Personal Behaviour Plans
- Positive Play Groups
- Time out cards
- Individual reward time earned

All school personnel work hard to ensure that these systems run smoothly.

### **Anti-Bullying – including Cyber Bullying**

Our school has an agreed definition of bullying as 'Bullying is unwanted, aggressive behaviour that is repeated over time. Our PSHE curriculum delivers our expectations of on-going behaviour and attitudes to peers. Learners are educated to identify bullying and how to report it if they are experiencing it or know of someone else who is suffering from the effects of bullying. If the need arises, additional PSHE sessions are delivered relevant to the needs of a class or year group. Incidences of bullying are recorded and dealt with in-line with our behaviour policy but may result in escalation of negative consequences.

### **Incidents including Racist Incidents and Bullying**

- All incidents of racist, sexist, homophobic or bullying behaviour are recorded on a Behaviour Incident Form.
- The Behaviour Leader thoroughly investigates all perceived incidents and reports to the Head of School and CP co-ordinator if necessary.
- Parent/ carers will be informed of any incidents via the Class Dojo system or face to face/ telephone call as required.
- Further action is taken if required and may result in escalation of negative consequences.

### **Using Positive Handling (sometimes known as Reasonable Force)**

- Staff can use positive handling if a learner is at risk of hurting themselves, others or property.
- Positive handling is usually used to control or restrain a learner. This can range from guiding a learner to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Examples of when positive handling may be used include:

- to remove disruptive learner from the classroom where they have refused to follow an instruction to do so, if the learning of others is being affected or there is a danger to others safety;
- to prevent a learner behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a learner leaving the classroom where allowing the learner to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a learner from causing harm to a member of staff or another learner; to restrain a learner at risk of harming themselves through physical outbursts.
- Any incidents where positive handling is used is recorded in a Positive Handling Record Booklet. This is then checked and signed by a member of SLT.
- The learner is checked by a first aider to ascertain whether and treat any injury that has occurred due to the positive handling or as a result of the behaviours' exhibited.
- Any incidents where reasonable force is used need to be discussed with parent/ carers on the day of the incident.
- After having to use Positive Handling, a staff debrief will take place to identify antecedents and triggers to behaviours exhibited. Planning should be adjusted to ensure all learners' needs are being met and where necessary relationships repaired.

### **Records of Behaviour Incidents**

Class Dojo records all children positive and negative Dojos given by staff in school. Parent/carers are instantly informed of these through the Class Dojo app. Dinnertime Detention logs and Behaviour Incident Forms are collected weekly by the Behaviour Leader, logged and discussed with the SLT (senior management team) at the fortnightly behaviour team meeting. Analysis of behaviour in school and individuals behaviour is carried out using this information and any additional consequences/support/meetings with parent/ carers are organised based on this analysis. The Class Teacher, Behaviour Leader or SLT will arrange meetings with parent/ carers to discuss behaviour as the need requires. Any referral to support agencies, Child Protection Lead or Early Help Assessment support is offered. (refer to Safeguarding policy for more information)

### **Training for Staff**

We ensure all school personnel have equal chances of training, career development and promotion. Newly inducted staff will receive training regarding this policy.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Additional guidance for staff and parents regarding behaviour in schools from the DfE can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any learner and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed by the Behaviour Leader, the Head of School and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

#### **LCPS Statement of Behaviour Principles**

- Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All learners, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to learners at all times
- Positive Consequences (Rewards), Negative Consequences (sanctions) and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by learners and staff
- Exclusions will only be used as a last resort
- Learners are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and learners' home life.

**The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

This written statement of behaviour principles is reviewed and approved by the full governing board every two years in line with the policy review.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.