

# **Lady Bay Primary School 2023 Behaviour Policy**



**Reviewed by: Steve Border and Tracey Keane**

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## **Aims and Values**

Our aim at Lady Bay Primary School is that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring and collaborative community that share core values. The school's behaviour policy therefore is designed to support everyone in living and working together in a supportive way. It aims to promote an environment where children feel safe, are healthy, enjoy school and achieve their personal best.

In order to achieve the above, we will;

1. Create an environment that promotes good behaviour rather than reacts to incidents of poor behaviour.
2. Use positive strategies for managing behaviour that help pupils understand our expectations of them.
3. Use a clear structure of rewards and sanctions, applied fairly and consistently by all staff.
4. Use Relationship and Health Education (RHE) lessons and the wider curriculum to teach children how to behave well and help them to deal with their emotions.
5. Promote our School Values and British Values through assemblies and our curriculum. We will model these in our interactions with pupils and each other and we expect all of our pupils to do the same.
6. Offer additional support to pupils who have behaviour, social and emotional needs through our nurture programme.

## **Our School Values and School Motto**

Our school values were created by all our stakeholders and reflect the behaviours we would like everyone in school to demonstrate and develop. Our values are as follows:

- Respect
- Enjoyment
- Determination
- Collaboration
- Reflection
- Curiosity

Our school motto is '*Growing together, caring for ourselves, each other and the environment.*'

Our values are displayed around school and in our classrooms. These are taught explicitly through the curriculum, assemblies and reinforced during our 'house' afternoons.

## **Values in the classroom and rules on the playground.**

At the beginning of each year, class teachers work with their class to embed the school values. The values will be displayed clearly in each class and used to remind children what is expected of them, and what is acceptable and unacceptable in the classroom.

Rules for playtime and lunchtimes have been drawn up through discussions with the School Council and set out our expectations for playtimes and lunchtimes. These are displayed in each classroom and on the playgrounds.

## **Expectations**

It is important for all staff to have high expectations and to continually reinforce these to the children. Expectations need to be consistent so children understand what we expect of them at school.

### **At all times, we expect pupils to;**

- Use their manners, being polite to all adults in school as well as their peers
- Follow instructions given by an adult the first time they are given
- Treat school property and equipment with care, putting it away properly when it is finished with
- Uphold our school values

### **During lessons, we expect pupils to;**

- Have positive attitudes towards their learning, and use their time effectively – every lesson counts
- Keep the classroom tidy and take care of equipment
- Work collaboratively with their peers and support each other with their learning
- Show determination to achieve and not give up when their learning is difficult

### **When moving around school, we expect pupils to;**

- Walk sensibly without pushing
- Give way to adults and smaller children
- Exhibit the school values at all times

### **During playtimes and lunchtimes, we expect pupils to;**

- Follow The Playground Code -Appendix 1
- Follow Rules for Football – Appendix 2
- Follow Apparatus Safety Rules -Appendix 3
- Follow instructions given by midday supervisors and adults on duty.
- Exhibit the school values at all times

## **Rewards and Sanctions**

We provide a range of opportunities for children to excel and to be rewarded. We also have a practical set of sanctions described in the behaviour procedure to deal appropriately with poor behaviour. Both sanctions and rewards are applied fairly and consistently by all staff.

## **Praise**

Praise is used to motivate and encourage pupils. Praise can be given in public and private, for behaviour as well as achievements. Praise for good behaviour should be used to show other children what is expected of them.

## **Rewards and Dragon Houses**

All the children in the school have been allocated a Dragon's House. The names of the teams have been taken from various roads in the Lady Bay area.

These are:

**Seymour   Trent   Adbolton   Rutland   Pierrepont**

Children across school are able to work towards receiving Dragon's Gold tokens that can be deposited in their team's Dragon's Gold tube in the Lower School Hall. Any adult working in school can reward a child with a piece of Dragon's Gold for good behaviour, manners, effort or any other reason where the child has displayed behaviour that is over and above what is expected in school.

At the end of each week, the total for each Dragon's House is counted and the winning team announced in the 'achievement' assembly. At the end of the half term, the team with the most pieces of Dragon's Gold will earn a treat; this will be decided by the staff at the time. At the end of each term there is a 'house' afternoon where children in the same Dragon House get together to do an enrichment activity. All teaching staff have been assigned to a Dragon's House to improve the well-being and pastoral care of our pupils.

Each Friday, we hold achievement assemblies for the infants and juniors. Two children from each class are nominated to receive a 'Dragon' certificate. Certificates are awarded to children who have demonstrated the school values, have shown effort with an area of learning or who have had a personal achievement.

## **Sanctions**

We use the formal behaviour procedure to deal appropriately with poor behaviour. Children are all aware of the sanctions and children understand that there are consequences to their behaviour.

## **Behaviour Procedure**

**This procedure starts at the beginning of every day.**

**Warning 1\*** The child is given a warning and a note is made of it.

\* In EYFS/Year 1 the child may have an additional reminder and/or be given 5 minutes time out if their behaviour doesn't change.

**Warning 2.** The child now misses 5 MINUTES OF THEIR PLAYTIME and stays with their class teacher.

**Warning 3.** The child has to reflect on their behaviour with a member of the SLT. This will usually happen during a playtime. A 'missed play' slip is completed by the person who has given the missed play. The child takes the top half of the slip with them to the missed play classroom and then takes the bottom half of the slip home for their parents to read and sign.

Missed playtimes are recorded on CPOMs\* and this is monitored by the behaviour leads in school.

If a child has missed a playtime and continues to behave inappropriately at any point in the same day then they will be directed to work in another classroom. In most instances, the warning system is enough to prevent a child from missing their playtime.

**Missed playtimes x3** If a child misses 3 playtimes in one half term, they will be seen by the DEPUTY HEADTEACHER and a letter will be sent home. This will be recorded on CPOMs.

**Missed playtime x4** If a child misses 4 playtimes in one half term the child will be seen by the HEAD TEACHER and the child's parents/carers will be asked to come into school for a meeting. This will be recorded on CPOMs. Following a meeting with parents it may be appropriate for the child to have an individual behaviour plan.

*At a teacher's discretion, a straight missed play will be given if the teacher feels that the behaviour warrants one. In addition, there may be some incidents where the child will be asked to see the Deputy Headteacher or/and the Headteacher straight away because of inappropriate behaviour. Where behaviour is in serious breach of the school's expectations, the child may be excluded internally, at lunchtime, for a fixed period of time or permanently.*

*Behaviour is always dealt with in a graduated manner. We will always try to work with families and pupils to improve behaviour. If certain behaviours are persistently disruptive or compromise the safety of pupils/staff then a child may be put onto an individual behaviour plan. This will clearly outline the support and sanctions in place.*

## **Exclusions**

Where necessary, exclusions will be administered in line with the Government's national guidance (DfE, 2022).

### **Internal**

A child will work and play away from their peers for part of a day or a full day.

### **Lunchtime exclusion**

Lunchtime exclusions are normally used when a child's behaviour is unacceptable in the playground. Parents / carers must take responsibility for their child for the lunch break and return them for the start of afternoon school. It is expected that these exclusions will be used for short periods.

### **Fixed period exclusion**

Fixed period exclusions last for a specific number of days. The number of days and when your child should return to school will be made clear by the headteacher. These are normally used for more serious incidents or where a child's behaviour is unacceptable in the classroom. They can be used for a maximum of 45 days in any one school year.

### **Permanent exclusion**

Permanent exclusion is the decision to permanently exclude a pupil and will be taken only:

in response to serious breaches of the school's behaviour policy;  
and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In exceptional circumstances the headteacher may judge it appropriate to permanently exclude a child for a first or one-off offence.

## **Reflection**

Our sanctions are reflective and 'restorative' in practice. Children reflect on their behaviour with a member of staff from the SLT. The aim is for children to take responsibility for their behaviour by thinking through the causes and consequences. They will also consider how they will behave if a similar situation arises in the future and if necessary apologise to any victims of their behaviour. If a playtime has had to be missed, it will be recorded on CPOMs so that we can monitor behaviour in school.

## **Teaching Good Behaviour**

The school teaches and models good behaviour through:

- RHE lessons
- Assemblies
- Through the wider curriculum e.g. good sportsmanship in PE and tournaments, moral values in RE, workshops in anti-bullying week.
- Playground monitors
- The School Council
- Year 6 Buddy system

## **Involving Parents**

We value the support of parents and carers and always seek to work in partnership with them. Parents will always be notified of any missed play that their child has had so that they can speak to their child or child's teacher about it. If there is a concern about persistent low-level inappropriate behaviour, we will always seek to make parents and carers aware.

## **Bullying Behaviour**

At Lady Bay we have an Anti-Bullying Policy that sets out our definition and response to bullying behaviour.

## **Pupils with additional needs**

The behaviour procedure may be adapted for pupils with additional needs. A more graduated approach may be necessary for SEND pupils whose social, emotional and mental health needs. For example, through

- Small group support
- Nurture support from our Emotional Literacy Support Assistant (ELSA) or mental health teaching assistant.
- 1:1 interventions
- Support from outside agencies

All additional support will be recorded on a provision map. Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), internal exclusion or alternative provision.

Any provision made for pupils with SEND will be in line with our SEND policy.

## **Physical Intervention**

There are occasions when we have to physically intervene with a child to protect them, other children or staff, but these are extremely rare. Key staff are trained to physically intervene if a child's behaviour warrants it. If any intervention has had to be used with a child, we will inform the parents of any child/children involved.

\*CPOMs is a software application used by staff at Lady Bay School to support our safeguarding, pastoral and welfare procedures.



## Appendix 1

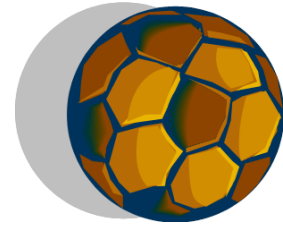
### The Playground Code

Please follow the Playground Code for happy and safe playtimes.



- 1) Demonstrate our school values at all times and be kind to others.
- 2) If there is a problem that you cannot sort out, you should ask a member of staff to help you.
- 3) If one of your friends gets injured, you should help them to find a member of staff.
- 4) Stay on the playground during playtimes. If you need to go to the toilet, ask permission from a member of staff.
- 5) Only use balls that staff have given you permission to use on the playground.
- 6) Use the play equipment with respect and tidy it away at the end of playtime.
- 7) Follow the Football and Apparatus Safety Rules.
- 8) Play safely on the playground and do not play-fight.
- 9) Do not climb on the railings or the flower beds.
- 10) Walk with personal scooters and bikes on the playground (do not ride them).

## Appendix 2



## Rules for Football

- 1) Only stand in the football area if it is your turn to play football.
- 2) Take throw-ins if the ball goes beyond the lines.
- 3) Make sure the teams are fair.
- 4) If a year group choose not to play football, you cannot take their turn. There will be no football.
- 5) Only soft balls are permitted. Any hard balls will be confiscated.
- 6) If the ball is kicked on the roof, the game is over for the day.
- 7) Do not play football after school, as it is not safe for children and adults walking through the playground.
- 8) If the ball goes over the wall, do not shout at members of the community to return it. Inform a member of staff.



## Apparatus Safety Rules

- 1) Only 1 person is allowed at a time on each piece of gym equipment.
- 2) A maximum of 5 children can go on the larger apparatus at one time.
- 3) If a football goes into the apparatus area, hand it back kindly.
- 4) Only stand in the apparatus area if it is your turn.
- 5) If it is not your turn to go onto the apparatus, walk around it safely.
- 6) Respect all the equipment and the protective ground surface.
- 7) No play-fighting on the apparatus.
- 8) Take care on the apparatus and play safely.

*Created by The Lady Bay School Council*