



Mercia Primary Academy Trust
Lakeside Primary School

POLICY FOR BEHAVIOUR

***'Good behaviour in schools is central to good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for pupils to succeed personally.'* -
*Behaviour in schools, September 2022***

This policy aims to ensure that all stakeholders at Lakeside Community Primary School: parents, teachers, children, governors and volunteers, behave in a socially acceptable way to help them be good members of our school and community.

To be socially acceptable it means that we think of others, that we respect and follow the rules, know and understand why we have rules and want to be proud of our behaviours and attitudes. Everyone should treat one another with dignity, kindness and respect; this formation of character is important to us at Lakeside.

Our children have the right to learn and staff within the school must be enabled to teach them. As a result, at Lakeside we will see:

All members of the school community being respectful, tolerant and listening to each other.

To ensure this, all staff will:

- Have a responsibility to manage the behaviour of all children at all times and support them in self-regulation of their own actions;
- Treat all children and adults with respect;
- Display the five golden rules and use them as an integral part of everyday life in school;
- Have effective behavioural strategies to use with children when needed;
- Ensure that all adults in the class are aware of the strategies used for consistency of practice;
- Have a positive approach to children in all aspects of their school life so they understand why they are valued and respected;
- Model behaviours they expect from children;
- Encourage children to identify when they have made poor choices and explore with them how they could behave differently in the future.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and positive reinforcement. **This is reinforced by ensuring that all members of our school community adhere to our Five Golden Rules:**

1. **We are tolerant of each other.**
2. **We use our manners; listen to all adults and each other.**
3. **We keep ourselves and each other safe.**
4. **We care for our school and our environment.**
5. **We challenge ourselves, make mistakes and never give up!**

We promote high expectations of behaviour in all areas of the school day, including playtime, lunchtime and before and after school clubs. We acknowledge good behaviour through verbal praise, certificates, prizes and our special assembly, Lakeside Learners. Children are recognised for their positive behaviour, as well as their academy ability and effort, in our Lakeside Learners, with children also being spotted for a 'Kindness Award' each week.

Whole School Behaviour System

Additionally, we conduct a whole school behaviour system that enables staff to reward and sanction behaviour. This is tracked and displayed through software known as Trackit Lights.

Trackit Lights is a permanent feature on every teacher's interactive whiteboard. It is an engaging, motivational behaviour management tool bar down the right side of the board that allows teachers to quickly log positive and negative behaviour and motivate pupils.



The behaviour is instantly logged into a reporting system which allows the Headteacher and Senior Leadership Team the ability to identify positive and negative behaviour instantly.

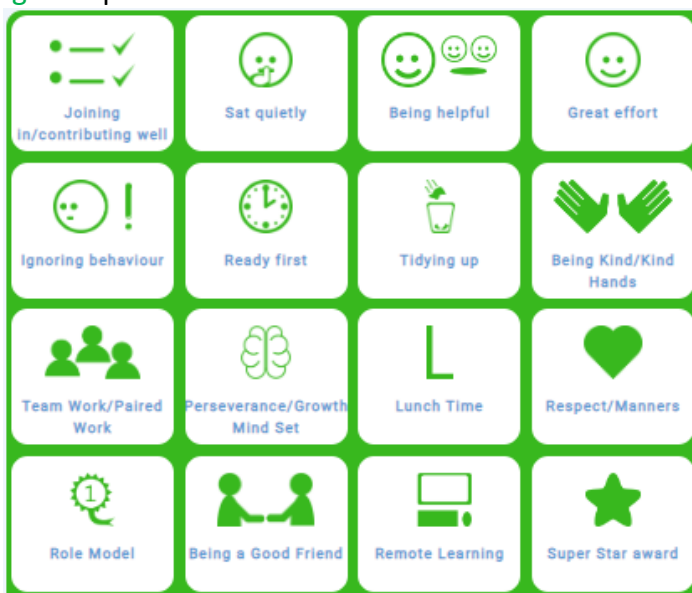
Rewards

Track-it Lights allows the children to earn 'green' points for showing excellent learning attitudes, behaviours or values. As their points mount up, they will earn points throughout the year towards achieving different levels of certificates. The order of the awards are as follows and will be awarded during our Lakeside Learner assembly:

- Bronze (50 Points)
- Silver (100 Points)
- Gold (400 Points)
- Platinum (800 Points)
- Diamond (1500 Points)

Additionally, there will be daily awards. Each day, the child with the most points in the class will receive a 'star of the day' certificate. Also, there is an opportunity for children who display exceptional behaviours and attitudes to instantly gain 10 green points by earning the 'super star award'. Those children that do this will also receive a 'note home' from their class teacher. At the start of the day, the children go back to 0, but their totals are stored throughout the year.

Below are the behaviours, learning attitudes and values the children can be awarded 'green' points for:



Consequences

The Five Golden Rules are the foundations of the behaviour we expect at Lakeside although we do appreciate that sometimes children may make poor behavioural choices. If children make behaviour or learning choices that are not following our school policy and ethos, they will be given two warnings. Initially, the children will be given a verbal

reminder of their behaviour before following the Trackit Light sanctions of 'orange' and 'yellow'. This may also result in children being removed to another classroom as a time out or a loss of free time at break or lunchtime. After each warning, the children have the opportunity to move themselves back up to 'green' by showing good behaviour, learning and values. Points are **NOT** deducted when the children are given warnings.

Where, very rarely, improvements are not made after 'orange' and 'yellow', children will be placed on 'red' and brought down to speak to the Headteacher or Deputy Headteacher about how we can work together to improve from now on. We will always make sure that parents are informed if their child has been put onto 'red' and has been spoken to by the Headteacher or Deputy Headteacher, so we can continue to work together across school and home.

If a child is persistently behaving poorly (repeated incidents), a meeting will be arranged between school and parents to discuss the matter further in order to reach a successful conclusion.

In some cases, steps of the above procedure may be omitted and a child may be moved directly to 'red' at the staff member's discretion. Additionally, depending on the severity of the incident, this will usually be as a result of more challenging behaviours which may include, but is not limited to, those listed below:

- Dishonesty
- Bullying (behaviour that is: repeated, intended to hurt another either physically or emotionally)
- All types of discrimination
- Verbal or physical aggression to anyone
- Abusive or inappropriate language to anyone
- Damage to property, including graffiti
- Absconding

Below are the warnings and 'red' statements for poor behavioural choices:



Removal from the Classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will be used to allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal is different from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

It is envisaged that exclusion, whether partial (suspension) or permanent, should rarely happen. The decision to exclude a child will not be considered lightly and such decisions will be made by the Headteacher or Deputy Headteacher in the Headteacher's absence. At all times, Staffordshire County Council guidelines on exclusion procedures will be followed.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.

- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently, positively and without bias.

The Governors Role

The Governing Body supports this policy and encourages good behaviour in a happy, positive learning environment.

Expected Outcomes

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.
- Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.

Signed 

Chair of Governors

Version Control

Version	Date Approved	Changes	Reasons for Alterations
V2		New Policy to include Trackit Light system	New monitoring system purchased to help track good behaviour and poor behaviour.
V3	Nov 2022	New policy to include updates from 'Behaviour in schools - Advice for headteachers and school staff - September 2022' Removal from Classroom section added and Exclusion section amended	Updated to reflect new guidance in 'Behaviour in schools - Advice for headteachers and school staff - September 2022'

