

## The 5 P principles!

**Pride:** We take pride in all that we do. We are proud of our school; as such we treat our environment and resources with respect.

**Participation:** We fully participate in all of our learning; giving our full attention to the learning journey.

**Partnership:** We work as a learning partnership with classmates, teachers and parents. We welcome new partnerships with friends near and far.

**Perseverance:** We have 'stickability' to keep trying when things get tricky. Our resilience helps us learn from our mistakes.

**Passion:** We approach life with energy, enthusiasm and a passion for what we do!

Rewards	Sanctions
Praise /Stickers	Non verbal signal
Dojos	Warning
Golden coin (to earn class golden time)	Lose Dojos
Star Learner Certificates and Badges	Loss of Golden time/Privilege
Super Six	Time Out
Tea Party	Daily Behaviour report

## **Lostwithiel School Behaviour Policy**

### **April 2016**

#### **Rationale**

The benefits that accrue from good behaviour help to promote the school's vision. It is important that children feel safe and secure in the learning environment and therefore the school needs to be a welcoming and caring place. The promotion of mutual respect and positive self-esteem in children is paramount to their happiness and well-being, which in itself enhances both emotional and academic achievement. We have high expectations of good behaviour, encouraging independence and taking responsibility for their own actions.

The following 5 principles underpin our expectations of behaviour at Lostwithiel School.

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**Partnership: We work as a learning partnership with classmates, teachers and parents. We welcome new partnerships with friends near and far.**

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**Passion! We approach life with energy, enthusiasm and a passion for what we do!**

#### **Practice**

##### **We will achieve this :**

- By the positive reinforcement of a commonly agreed Code of Behaviour (decided in partnership with the children)
- By the adults in the school being good role model
- By valuing individuals, promoting positive attitudes, co-operation and self-esteem
- By regularly ensuring that the everyone in school knows what constitutes excellent, acceptable and unacceptable behaviour
- By adopting a consistent whole school approach

## Playtime and Lunchtime

- Children need a toilet band to go into school and use the bathroom
- Children need to look after their belongings and lunchboxes

Staff should work together on playground incidents and the following sanctions can be used by the teacher and/or lunchtime supervisor/teaching assistant. Teachers will need to discuss ways of handling individual children to ensure a consistent approach is being used. Kate Webber the AHT will support staff with training and implementing strategies.

- stand by the adult until attitude changes stand in one area of the playground to think about behaviour and calm down
- Eat meal alone if behaving badly at lunchtime SLT member to be called to incident where child is persistently rude or disobedient. The Headteacher will deal with incidents brought to her attention in the following order: talk to the child withdraw a major privilege e.g. playtime
- set tasks for the child, which will benefit the school
- remove him/her from the place of the problem for a longer time
- discuss the problem with the parents

All children will be given the opportunity to talk things through. They will always be listened to and their views respected. The adults in the school will try to be fair and calm. This reassures the child and demonstrates self-control/discipline which we wish the child to learn for themselves so that in the future, when we are not there, they will have values, beliefs and confidence in themselves as people to act with good judgement, appropriate to their situation.

## Dangerous Conduct

If a child is provocatively dangerous to self or others, timeout must be used. If a child carries out dangerous behaviour this must be dealt with by members of staff who are Team Teach trained, and Team Teach protocol will be followed. Adults will try to remove the child to a calm environment. At all times the child is informed what is happening and why. Exclusion of Children from School Exclusion of a child from school is a serious and critical step. The Headteacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent. The parent/guardian will be fully informed about the circumstances leading to the taking of such action. This would be a final resort.