



**PRIDE,
PASSION,
PARTNERSHIP,
PERSEVERANCE,
PARTICIPATION.**

Lostwithiel School Behaviour Policy **February 2018**

Good behaviour and positive atmosphere have the best chance of happening, when the whole school works together. The purpose of this policy is to give clear guidelines on code of conduct for the use of all children and adults at Lostwithiel School. All the adults in the school must remember that their behaviour is a model for the children and their expectations influence how the children behave. A calm, relaxed atmosphere will give security to our children.

Aims: The children must be given clear boundaries and expectations, a framework to act within and explanation of why we have rules. The children will be involved in rule making at the beginning of each term by drawing up a class and playground charter.

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

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 in 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 passion!

We expect our children to be kind, polite, helpful, considerate to each other and aware of personal space. To always walk carefully and quietly about the school. To be responsible for care of equipment in the school and to help to take care of the school inside and out.

Practice

It is important that good behaviour is encouraged in a positive way. Smiling at the children, taking time to talk to them and giving praise are ways we can encourage acceptable behaviour. We can also share the children's achievements with their peers and parents through assembly, talking after school and the class dojo. We can also reward the children with more responsibility; such as our super six children and celebrate achievements in assemblies, put up careful display of their work and use of stickers/smiley faces and star charts. The children will also visit the Ms Simmonds for exceptional praise and award.

There is no place in our school for the following unacceptable behaviour: Bullying, spitting rudeness to others, dishonesty, hurting others, kicking, racial abuse, vandalism, disobedience

shouting abuse, swearing, violence, cheating or stealing . All occurrences of this kind of behaviour should be dealt with by the class teacher, recorded and forwarded to the Head if necessary. Minor problems can be dealt with by any adults in the school, but the Head teacher will deal with continued inappropriate behaviour. The teacher can deal with problems in the classroom by: talking to the child one to one, avoid comparing children and raised voice use circle time to reinforce positive behaviour and discuss issues discuss the Rules with the class and rewards and sanctions if a child is breaking one of the rules, identify that you are aware of their behaviour and how this breaks an agreed rule.

Explain that if this continues they will face a sanction, share your disappointment and give the child a goal. The ultimate goal is for child to improve behaviour and be rewarded. If child does not change behaviour then they are not allowed to take part in all of Golden Time for that week time out is given to calm down and remove from situation talking to parents and working together to encourage positive attitude look for reasons for behaviour/talk to other staff and recognise situations that are difficult and employ diversion strategies keep the bad behaviour separate from the child, i.e. explaining to the child that their behaviour was in this situation bad, but not to infer that the child is bad.

Rewards	Sanctions
Praise /Stickers	Non verbal signal
Dojos	Warning
Golden coin (to earn class golden time)	Lose Dojos
Star Learner Certificates	Loss of Golden time/Privilege
	Time Out

Playtime and Lunchtime

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. They will also remember that they must show control of the situation by being 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. Parents/carers should be contacted at the early stage to inform and gain cooperation. This avoids bolts from the blue. 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.

Parents and teachers will work together to ensure consistent approach and even handling. Parents will be informed of the Positive Behaviour Policy through the Behaviour leaflet.