

BEHAVIOUR AND EXCLUSIONS POLICY

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Approved by the Governing Body on

Signed

Date of Next Review: November 2018

Amendments: This policy has had significant changes to the following areas.
Aims and principles, Promoting Positive Behaviours, Sanctions, Lunchtime Supervision, The Hub, Learning Mentor, Physical Contact, Behaviour around school, Treehouse Club.

**‘Good behaviour is a necessary condition for effective teaching and learning to take place it is also an important outcome of education which society rightly expects.’
(Education Observed D.E.S)**

1. Introduction

Lawn Primary School is a known happy, caring and inclusive school. We provide a safe, positive and fun learning environment within which we seek to develop a mutually supportive climate where everyone can have a voice and the beliefs and diversity of others is respected. All children have the absolute right to be educated in a safe and secure environment and to be protected from others.

A great emphasis is placed on positive reinforcement of behaviour as we feel this promotes and supports children to recognise the safe choices they are making.

From starting school at Lawn Primary School children are nurtured and supported to explore and listen to their feelings and thoughts, to make mistakes, to learn from them and take responsibility for their actions. They are encouraged to explore their feelings, and recognise safe ways to respond to them.

We have agreed a range of sanctions whereby we can respond to behaviour that we feel is inappropriate, this will be in a positive but firm way.

We propose the contents of this policy should be subject to annual review.

Please also refer to our Anti-Bullying policy

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/LawnPrimaryDerby/MainFolder/Our%20School/Policies/Lawn-Anti-Bullying-Oct-2016.pdf>

2. Aims/principles of this policy

All children and staff have a collective responsibility to ensure that the rights and responsibilities of every member of the school community are adhered to.

Children and staff rights	Children and staff responsibilities
To feel safe	To make safe choices
To learn and teach	To allow others to learn and teach
To be treated with respect	To respect everyone and our environment
To have a voice and opinion	To listen to other opinions
To have a choice	To take responsibility for those choices

3. Lawn School Rules

This is the starting point and cornerstone of our behaviour and discipline policy. We intend our school rules to feature as part of a permanent school display, feature regularly in assembly work and cross curricular activities in each class.

Such activities should fulfil a need to appropriately explain and continually re-examine what this code should mean to our children.

At Lawn School we aim to:

1. Respect others.
2. Always try your best
3. Always walk in school.
4. Keep hands, feet and objects to yourself.
5. Take care of our school.

For our rules to work, adults and children must lead by example. This is regularly stressed by class teachers and particular responsibility is placed on Year 5 and 6 children to show leadership. Eight of these children have additional responsibilities as they are team captains. We also have School Council representatives from each class (In Y6 we have a School Council Chair, Vice Chair, Secretary and Treasurer) and a Head boy and Head Girl from Year 6 who also take on responsibilities and exemplify the Lawn rules and values.

4. Promoting Positive Behaviour

At Lawn Primary School we believe in promoting and celebrating good choices and positive behaviours rather than relying on sanctions. Public acknowledgement of good behaviour is a powerful tool from positive role models and preventing poor choices.

Where possible, criticism is kept private and does not result in a lowering of a child's self-esteem which is only likely to increase the incidence of unsafe choices/poor behaviour.

'Public praise, private criticism'

We acknowledge the child's feelings and support the child to make safe choices. Children are encouraged to stop and think about what they are feeling, this allows them time to think about their responses.

At Lawn we create a safe and secure predictable environment where children clearly understand the expectations. This, in turn reduces anxieties in children which may result in poor choices.

Where possible children are offered a choice. This increases a child's sense of independence and contributes to the development of self-esteem. By being given a choice, staff encourage and value the child's right to have an opinion but also allows them to learn to make mistakes and to learn from them.

Children look to adults in the school to set an example and to model the kinds of behaviours that they expect from the children, including respect, concern and fairness.

All communication is calm, effective and clear.

Children recognise that their behaviour is a choice. It is the choices that are unacceptable not the child.

By listening to children, we give them a voice which makes them feel significant. We recognise their feelings even if staff have to deal with the concern after learning time.

Our interactions with children are as positive as possible. We acknowledge and celebrate positive choices before applying sanctions for a poor choice. In effect, our children learn that they are more likely to get attention when they behave or work well.

At Lawn Primary we are aware that there are sometimes other emotional influences that drive unacceptable behaviour from a child and in turn professional judgements and discussions with other adults including parents will be necessary to determine the best way to help the child. Depending on the nature of the behaviour and the surrounding circumstances, it may be necessary to adapt the rewards and sanctions identified in this policy.

5. Rewards

The following range of rewards will be used by staff to encourage good behaviour, good work and a disciplined environment.

1. Verbal or written praise.
2. Display of good quality work.
3. Sharing of high quality work with classmates/other classes/teachers
4. Verbal or written praise communicated to parents.
5. Praise from the Headteacher.
6. Names entered into the Golden Book.
7. Lunch Time awards given in Golden Assembly from Play workers
8. 'Fine Dining' Table award once a week.
9. A merit may be awarded for good work.
10. Awarding of team points, rewards stickers and or certificates from class teachers.
11. Dojo points given and messages/photos/work examples sent home to parents via the platform when deemed appropriate by the teacher.
12. Class teachers will also have a range of rewards that they will use in their class.
13. The use of Golden time to encourage good behaviour once a week.
14. Attendance awards weekly and termly
15. Class of the Week
16. Class of the Year

The following specific, practical points were agreed as helpful in encouraging high standards of behaviour; promoting discipline, discouraging bullying and combating incidents of racism and other forms of harassment.

1. At Lawn we have a robust team point system (Kedleston, Hardwick, Chatsworth and Elvaston). All children and staff are assigned to a team and tokens are given for excellent behaviour demonstrated within school. The Head and the Deputy may give 5 team points (gold token) in one instance for exceptional behaviour. These are limited to ensure they are valued as prestigious. Team points are collected from the central token collector fortnightly and announced within Golden Awards. At the end of the year there is an overall winner and at the Head's discretion and discussion with School Council a reward is given.

2. If a child completes a good piece of work or tries their best in something then they may be awarded a merit. This merit will be stamped by their teacher onto their individual merit card. The child then has the chance to earn merits for a bronze, silver, gold merit certificate. A letter will also be sent home to parents announcing this. The child may then proceed to earn more merits for a merit badge which will be worn on their school uniform. A new merit card will be started each year. Staff will sign and date each merit stamp that they award.
3. We have a weekly awards assembly where positive achievements will be shared in the Golden Book. Each week one child from each class will be chosen to receive a golden award certificate.
4. Lunchtime rewards – Lunchtimes are the longest period of unstructured time and therefore there is the potential for negative behaviours. In line with our ethos we heavily promote our school rules and expectations by rewarding the positives. The playworkers choose children weekly to receive a certificate for outstanding behaviour at lunchtimes. We also promote manners and positive behaviours with our Fine Dining reward scheme. Raffle tickets are given from the playworkers to children demonstrating exemplary behaviours, four children from FS2/KS1 and four children from KS2 are chosen weekly to receive a place on the Fine Dining Table, they may also choose one friend to join them. Alternatively KS2 children may swap this place for a Fast Pass allowing them to go into lunch at a time of their choice.

6. Sanctions

The following range of sanctions will be used to discourage inappropriate behaviour. These sanctions are used throughout school by everybody, including our before and after school provision. We aim to be fair and consistent. These sanctions are ranked in the likely order that they will be used, but staff will use their professional judgement where appropriate. If in any instance a teacher or member of staff feels concerned about a child's behaviour, parents/carers will be contacted to discuss ways to work together in order to help the child manage behaviours.

1. A first verbal warning from the class teacher or other adult. At all times the disturbance to the rest of the class should be kept to a minimum and where possible non - verbal cues given (shaking of the head, fingers on lips).
2. A second warning will result in a yellow card (amber warning) being given and their name recorded on the yellow card board displayed in the classroom. If a child receives a yellow warning then they lose 10 minutes of Golden Time, this can be earned back during the week
3. A third warning will result in a red card being given and their name put on the board and written into planners/reading diaries. Their name will also be entered onto CPOMs (the school behaviour recording system). If a red card is given the child will miss their playtime or some of their dinner time. They are to report to the hub at lunchtime where a member of the SLT will discuss and record the incident in further detail. The behaviour leader (Deputy Head) will monitor the red cards entered onto the system and put in place any support needed for the child/teacher to prevent reoccurrence. Where red cards are taking place within class, behaviour management is monitored by SLT and strategies reviewed and adjusted as necessary. Please note that if the behaviour involves any form of verbal or physical

harm to another child or member of staff a red card will be issued without a first or second warning.

4. A child receiving a red card will miss all of his/her Golden Time. However, they do have the opportunity to earn back a maximum of 30 minutes. During Golden Time a child who has had a red card will be asked to sit out of the activity for a given period of time to reflect further on their behaviour. This may involve completing learning that has been missed, discussions with the class teacher or a member of the SLT. This will also be dependent on the individual child and the nature of the red card. Again, dependent on the severity of the red card incident and at the Head/Deputy Heads discretion, the time will be spent with the Learning Mentor/Deputy Head to discuss the behaviour for the entirety of Golden Time and may not be earned back. Red cards will be recorded in planners for KS2. FS2 and KS1 parents will be notified at the end of the day or via a phone call from the class teacher.
5. If their name appears on the CPOMs system more than 3 times within a half term, then the child will be asked to see the Deputy Headteacher, who will then inform parents by telephone or arrange a meeting to discuss the child's behaviour. The Learning Mentor may also be present so as to provide any additional advice and support for parent/carers.
6. If the behaviour is still ongoing the child will be sent to see the Headteacher. The next few points will then follow.
7. The Headteacher will contact the child's parents again to discuss their child's behaviour further.
8. Establish a pastoral support programme (it is often necessary to implement a SEND programme to help with social and emotional needs) with appropriate targets set, this will involve class teachers, Deputy Headteacher and the Learning Mentor and the SENCO. There may also be the need to conduct an Early Help Assessment form in order to support the family and the child further with other agencies.
9. Repeated long term unacceptable behaviour may result in exclusion. This may be either a fixed term or permanent exclusion. **(Please refer to LA exclusion guidelines)**

Each day will start afresh for each child; however there may be circumstances where warnings are carried forward. For example; a red or yellow card being given at the end of the day or during Treehouse Club provision will need to be acted upon the following playtime.

7. School Rules and Values

1. The school rules will receive high profile in each classroom. They will be reinforced each half term. The importance of self-discipline and the difference between right and wrong will also be stressed by staff in assemblies and in lessons where appropriate.
2. Lawn Values are also highlighted alongside the school rules to reinforce positive behaviour traits and the children are encouraged to display these values in their work, attitudes and behaviour around school. These values are modelled and

reinforced by all staff. Values are updated monthly on the school website and visible in the entrance hall.

3. Staff will apply the highest of expectations in all aspects of school life and share their expectations with all children within school on a regular basis. Good leadership from all members of staff will promote good behaviour.
4. Staff, parents and children will be aware of our whole school policy.
5. Aggression, bad language, bullying, discrimination or harassment of any kind will not be tolerated in area of school. (Please refer to the Anti-Bullying Policy)
6. Children will be regularly encouraged to share problems with their teachers and other staff within school so that incidents of any of the above can be responded to effectively and quickly, or referred to the Headteacher or Deputy if they cannot resolve it satisfactorily. Parents will be informed of action towards these incidents by phone or letter whichever is most suitable.
7. **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Play Leader and a team of play workers. The Play workers can refer to the Headteacher, Deputy Headteacher or other members of the SLT if necessary. The Play Leader and play workers are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected and promoting good behaviour through rewards.

The Play workers have their own reward system of stickers and certificates for Healthy Eating and Good Manners alongside the raffle tickets for Fine Dining which can only be given by the Play workers. This is to reinforce that expectations and rewards are from all staff members and that throughout school expectations are the same.

If at lunchtime it is found that there are problems with regards to behaviour this may result in the child being given a yellow card (this is the same format that is present through the rest of the school day). If behaviours continue then the pupil will receive a red card and a playworker will bring the pupil to the Hub. The behaviour to a member of the SLT who then logs the behaviour onto CPOMs. After lunchtime the class teachers will be notified of any behaviour issues by the Playworkers.

The Play Leader and Play workers will be treated with the respect expected by all adults at Lawn Primary School. Verbal or physical abuse will not be tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour as stated in the rest of the policy.

8. **The Hub**

Within school we have a space called The Hub, this is a place used to support children to develop necessary social skills and enhance the emotional and social skills that could create barriers to learning. The Hub is also a place that is supervised by a member of the SLT at lunchtimes, it is a place not only for those children who have made unsafe choices or poor behaviour decisions but for those who feel they need to talk and self-regulate. Lawn Primary School are very proud of the Hub and the children are aware that it is a safe place within school.

9. **Learning Mentor**

We have a full time Learning Mentor in school who monitors and supports the social, emotional, mental health of pupils at Lawn Primary. If a child or group of children (or a family) are experiencing difficulties, for whatever reason, they may be referred to the Learning Mentor for support. If the issues are more complex and require intensive support then a meeting with child and parent will be instigated and a programme of support agreed upon.

10. **Physical Contact/Positive Handling**

Please refer to the policy

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/LawnPrimaryDerby/MainFolder/Our%20School/Policies/Positive-handling-policy-Nov-16.pdf>

11. **Reporting to Parents**

Teachers track and report to parents regularly both verbally and written (termly) about their child's attendance, punctuality, behaviour, effort, homework and uniform. Each area is graded and if there is an area of concern the teachers arrange a meeting to discuss issues with parents. Alongside this parents are welcomed into school to discuss any areas of concern they may have. Parents evenings are also used to establish how a child is behaving in and out of the classroom and also sets communication lines for using common behaviour rewards between school and home.

12. **Visitors into Class**

To ensure the children are aware of how to behave socially and respectfully to visitors within school two class ambassadors are selected from each class. When visitors (not school staff) enter the classroom the ambassadors greet them and then return to their seats, not disturbing the learning of the rest of the class. The ambassadors should greet visitors as follows:

'Welcome to (class name). My name is (child's name). We are learning about (brief overview). Do you have any questions (respond as necessary). We hope you enjoy your visit to our school.'

13. Behaviour around School

All movement in and around school should be purposeful. Staff should ensure that all children are suitably supervised when moving around school. Expectations of behaviour when children are being sent to show good work or take dinner registers should be clearly stated and frequently reinforced. Children not behaving as expected should be encouraged to do so in a positive manner e.g. 'walk please' instead of 'don't run' and this should be then followed up with positive praise. Sanctions are put into place if instructions are ignored.

We have Year 5 corridor monitors who have been trained to reinforce the way in which children travel around school at lunchtime and playtimes. All the children carrying out this task are fully aware of positive speak and manners.

All children at Lawn are encouraged to use good manners at ALL times. The children are expected to hold doors open if they are at the front of the line and they are always expected to let adults through first. Children and staff are expected to say thank you and be responded to with 'you're welcome' or another form of positive acknowledgement. All staff model the respect and manners we expect of our children. Alongside this, to reinforce manners and social skills, two members of the SLT greet the children at the gates in the morning (8.45 -8.55) and the children reciprocate with a 'good morning'. We feel this sets the tone for good behaviour for the day and reminds children that they are respected and cared for and demonstrates how to be a good citizen within our school and wider community.

14. Tree House Club and Other Activities

The Tree House Club is our before and after school provision and the values and rules that we uphold as a school continue. The staff at The Tree House Club follow the positive rewards along with their own systems. They also follow the same system of warnings, yellow cards and red cards. The Treehouse Club Supervisor will communicate with all parents/carers should their child display any inappropriate behaviours. It is the responsibility of the The Tree House Club Supervisor to ensure that SLT and the class teacher are aware of any sanctions given. These will also be recorded on CPOMs and collated as we would within the school day. In line with the sanctions for the school day, repeated unacceptable behaviour may result in exclusion from the Tree House Club and parents will be asked to find alternative provision.

For other activities taking place before, during and after school the behaviour policy continues to take effect. If behaviour is deemed unsafe or there is a continuation of inappropriate behaviour parents/carers will be contacted and it may be necessary to withdraw the child's participation.

This policy will be reviewed annually in line with the Anti-Bullying policy.