

Lawford Mead Primary & Nursery School



Positive Behaviour Management Policy

‘Proud of our school, proud of our achievements’

Certified as reviewed by the Local Governing Body and approved by the Trustees of the HERA Primary Academy Trust: March 2018

Next review date: Spring 2019

Positive Behaviour Management Policy

Relationship to other [policies](#) and documents

- Anti-bullying
- Attendance
- Child Protection & Safeguarding
- Equality Scheme
- Educational Visits
- Exclusion
- Health, Safety & Well-being
- Home School Agreement
- Physical Intervention
- Special Educational Needs & Disability (SEND) and Inclusion
- SMSC
- [Behaviour and discipline in schools: Advice for headteachers and school staff](#) (DfE January 2016)

Lawford Mead Primary Vision

Lawford Mead Primary School works in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

Lawford Mead Primary Values

Passion for learning
Integrity in our actions
Respect for others
Aspiration for the future
Resilience when challenged

Policy Statement

At Lawford Mead we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, disability and religion, with equal opportunities for all.

This policy will be kept under review and updated as necessary.

Aims

The aims of this policy are to:

- Create a calm, purposeful, safe and happy learning environment.

- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Foster positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline
- Work in partnership with parents / guardians in dealing with any behavioural issues.

Responsibilities:

Senior Leaderships should:

- Report regularly to the Local Governing Board and Trust, providing an overview of behaviour at the school.
- Manage the reporting of incidents related to behaviour within school and analyse relevant data
- Implement strategies to improve and maintain positive behaviour within school and provide support for staff

All staff should:

- Model the school values to pupils and each other, treating all members of the school community with respect
- Follow the school systems and policies consistently.
- Focus on good behaviour and positive reinforcement to raise self-esteem, acknowledging and giving praise for good behaviour and achievements.
- Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has work appropriate to his/her level of ability.
- Work in partnership with parents in dealing with any behavioural issue.
- Work closely with Senior Leadership and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

Parents / Guardians should:

- Ensure their child attends school, arrives punctually and in appropriate uniform, notifying the school of reasons for absence.
- Support the school's policy and systems to promote high standards of behaviour at school and at home.
- Model the school values to all members of the community.

Pupils should:

- Demonstrate the school values.
- Follow class and school rules.

- Strive to manage their own behaviour, making appropriate choices. which allow children around them to learn in a calm, safe environment.

Incentives and Rewards

At Lawford Mead Primary School, we have a positive behaviour system that is rooted in our school values; passion, integrity, respect, aspiration and resilience. The language of these values informs the daily dialogue between pupils and staff. We work hard so that our pupils love our rewards system and respect the fairness and need for sanctions. We ensure they understand that learning in school is of the utmost importance and that good behaviour helps everyone learn.

Early years: 'Moving up'

In our Reception classes we pride ourselves on outstanding behaviour and have clear expectations of the children. Outstanding behaviour leads to a safe and successful learning environment. 'Moving up' is a positive behaviour strategy used in Reception. It is a whole class approach, that is visual and enables the children to understand the boundaries set in a fun and exciting way.

The moving up chart is displayed clearly in the classroom and consists of 5 different coloured stars. Each child has a peg with their name on it and at the beginning of everyday everybody starts on the red star ready to start their day.

- The first time we 'move up' is before play time. If all the children have met the behavioural expectations their peg gets moved up to the next coloured star (green).
- We then 'move up' again before lunch time. At this point they should be on the orange star.
- We 'move up' again at 2pm when the children's pegs should then be on the 'good day' star (purple).
- We move up to the final star at 2:45pm which is the big 'great day' yellow star at the top.

The children who have successfully got their pegs on the purple or the yellow star receive their 'moving up time' which is for 15minutes at the end of everyday where they get to choose what they would like to do in the classroom. For example, dance, dressing up, playdough, making things or playing the toy cars. We ensure the children know all the adults are proud of them and they are proud of themselves for getting their 'moving up' time and making good choices.

Children who do not meet the behavioural expectations will firstly receive a warning and if their behaviour is unchanged their peg will not move up to the next star. The children whose pegs are not on the purple or yellow star at the end of the day will not receive the privilege of 'moving up time' and they are

given thinking time (to reflect on their behaviour) away from their peers in the class during this time.

At the end of every half term in the afternoon we have a 'moving up' party. This is a celebration of their behaviour and a reward for following the class expectations. We play party games, there are prizes and we ask for a small donation of party food. This celebration allows the children to feel proud of themselves and their peers.

Those children who frequently have not 'moved up' daily to the purple or the yellow star will not be given the reward of joining in the party. These children have thinking time to consider how they can improve their behaviour to ensure they can come to the next party.

The moving up strategy is fun and rewarding and allows children to take ownership of their own behaviour and understand consequences. This strategy has a positive impact on children's behaviour at school and can also be used to support with behaviour at home when parents work in partnership with the teaching staff.

Key Stage 1 & 2

Rewards

We use the 'Class Dojo' app and website, which allows children to earn 'Dojo points' for demonstrating our school values at any time during the school day. These points are collected throughout the week and children are rewarded with certificates when they reach set milestones. The points also contribute to school house team totals (Foxes, Squirrels, Badgers and Hedgehogs) and the winning team is announced in our weekly celebration assembly. Teachers also award whole class points, which are collected throughout the term and go towards an end of term class treat. For support with behaviour at home, we recommend parents consider Class Dojo as consistency between school and home can have a positive impact on children.

Other rewards include:

- Weekly Headteacher awards
- Sports Personality of the Week award (showing school values in PE)
- The 'Jackie Johnson award' for politeness, awarded by the kitchen staff
- The 'Tidy Friday' award, awarded by the Site Manager and Caretaker
- Attendance and punctuality awards

Sanctions and Consequences

Children who demonstrate behaviour which creates a barrier to learning and is contrary to our values is managed by our sanctions system.

- 1) A positive 'We Statement' is first used to remind children of expectations and values. E.g. "*(Name of pupil), we take turns to talk and listen to each other at Lawford Mead, thank you.*"

- 2) Verbal warnings are initially given for negative behaviour and children are invited to engage with learning appropriately.
- 3) A 'yellow card' means behaviour has not improved and children require a 5 minute 'time out' within class.
- 4) A 2nd yellow card results in a 5 minute time out within another classroom. Children are asked to reflect on their choices and always warmly invited back into the learning if they show a change in attitude.
- 5) A red card requires involvement from the Senior Leadership Team and parents if behaviour continues or is of a more serious nature. It can lead to working in isolation from other pupils for at least the remainder of that lesson.

Serious or continued inappropriate behaviour

If problems persist, or for more serious incidents including those that involve bullying or abusive behaviour, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal exclusion
- 2) Fixed term external exclusion followed by a reintegration 'Back to school meeting' with the child and parents/carers.
- 3) Pastoral Support Plan meeting - multi agency meeting
- 4) Positive Referral

If there is no improvement and other children are being put at risk on a daily basis:

- 5) Permanent exclusion.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system
- One to one sessions with our Family Liaison/Inclusion Co-ordinator
- Social skills groups – each year, children who have difficulties in behaving are invited to join a social skills group. This has a mixture of children who need support in improving their behaviour as well as positive role models
- Dina School (Y2/3/4) & whole class Dina sessions Y1
- Transition support for children in Year 6 before moving to secondary school includes therapeutic groups, Renew counselling, input from behaviour support and Kids Inspire

- Referral to outside agencies

Other services and strategies;

- Regular meetings with parents / guardians
- Individual Behaviour Contracts
- Circle Time
- Circle of Friends
- Referral to Family Solutions
- Anger management strategies
- Social Skills Group
- 1:1 / Group work with trainee social worker(s)
- SEND referral – One Plan formulated and strategies to support
- Referral to Primary Behaviour Support Team
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Referral to CAMHS (Child and Adolescent Mental Health Service)

Playtime and Lunchtime

At playtime and lunchtime, we make sure that there are plenty of engaging spaces and activities that children can enjoy, on their own or with friends. There are also indoor lunch clubs on certain days including choir and chess. Staff on duty wear hi-vis jackets so children can find them quickly and our play leader scheme allows older pupils to be role models and support the younger children with choosing and playing games. If a child's behaviour on the playground is inappropriate, and cannot be managed by the staff on duty, a member of Senior Leadership is sent for. As a consequence, the child may be kept inside for *at least one* break or lunchtime. If children repeatedly find being outside at break or lunch difficult, a timetable is created to support them socially. We do not tolerate children hurting others and if this happens, we may keep the child inside for longer periods. If this problem continues, we will send the child home for lunch for a period of time.

Conduct outside the school gates

The following is taken from **Behaviour and discipline in schools Advice for headteachers and school staff (DfE - January 2016)**

“Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable”.

Subject to the behaviour policy, teachers may discipline pupils for:

- a) *misbehaviour when the pupil is:*

- i. taking part in any school-organised or school-related activity or*
- ii. travelling to or from school or*
- iii. wearing school uniform or*
- iv. in some other way identifiable as a pupil at the school.*

b) or misbehaviour at any time, whether or not the conditions above apply, that:

- i. could have repercussions for the orderly running of the school or*
- ii. poses a threat to another pupil or member of the public or*
- iii. could adversely affect the reputation of the school.*

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police (or anti-social behaviour co-ordinator in their local authority) of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff follow safeguarding policy.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps detailed records concerning incidents of inappropriate behaviour. All staff are responsible for recording incidents that occur during the school day. The Inclusion Team and Senior Leadership Team analyse this data to identify patterns of behaviour and implement intervention swiftly.

The school council also monitors behaviour and the behaviour systems using pupil voice surveys and report to fellow pupils in assembly.

The Headteacher keeps a record of any child who is suspended for a fixed-term or who is permanently excluded. This data is presented in the Headteacher's Report to the Full Governing Body on a termly basis. The Governing Body will monitor the rate of exclusions noted in the Headteacher's termly report to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed by the Governing Body every year. In the event of new guidance being made available, this review date will be moved forward.

Designated Members of Staff – Mrs Dawn Baker and Mr Matthew Poyton

This policy will be formally reviewed by the governing body on an annual basis or earlier if new guidance becomes available.