

# Lea Valley Primary School

## Behaviour Policy



Member of Staff Responsible	Headteacher
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# 1. OUR VISION

At Lea Valley we aim to establish a caring and cohesive school community where all pupils feel valued and develop a love of learning. We are a school where pupils care about each other, the adults they work with and their school. We encourage self-discipline. We also have exceptionally high expectations of behaviour and we expect each individual to respect others' differences, their families, culture and beliefs.

We are a values led school and all conversation around behaviour have our values at the heart of them. Our school values are

- Kindness
- Respect
- Ambition
- Determination
- Courage
- Honesty

Our pupils, staff and families are expected to show these values at all times.

# 2. A POSITIVE APPROACH

At Lea Valley good behaviour is encouraged at all times. Pupils learn best when they are consistently and continually encouraged to behave well. Attention is regularly drawn to pupils displaying good behaviour in the classroom and around the school; all staff positively and publicly affirm good behaviour through their comments and their use of rewards. Older pupils are also used as successful role models for younger pupils, eg. Year 6 helpers at lunchtime.

Our school behaviour systems are based around rewarding pupils for showing our school values. We recognise that feeling good about something you have done is a very significant reward.

# 3. REWARDS SYSTEM

## a) Smiley Faces

Central to Lea Valley's Behaviour approach is the Smiley Face Sticker System. Pupils are given Smiley Faces by adults in the school for showing our school values.

In each classroom each teacher has a Smiley Face Chart. When pupils are awarded a Smiley Face, it is noted on the chart.

When children reach multiples of 10, their names are read out at Thursday Celebration Assembly and they are presented with a special sticker by the Headteacher.

- For 30 Smiley Faces, the children are given a special certificate.

- For 60 Smiley Faces, the children receive a medal.
- For achieving 100 Smiley Faces, the children are presented with a special trophy at the Achievement Assembly at the end of the school year.

### **b) Weekly Specials**

As well as recognising the pupils who have received Smiley Face stickers at Thursday Assemblies, each teacher chooses 2 pupils who have made a real effort during the week. Children may be chosen for good work, good effort, good deeds or any other reason the teacher feels is appropriate.

The reasons for awarding the two 'Specials' are explained to the school.

At Lea Valley we believe that it is important for pupils to receive recognition for their efforts in a public forum in order to increase their significance and effectiveness.

### **c) Golden Time**

All Pupils have Golden Time every week for 30 minutes where they can decide what activity to do within their classroom. This is a relaxed time for playing games and engaging in fun activities with their peers and teacher. All pupils start the week with 30 minutes and teachers can take this away, in blocks of time, if they break a school value. They can also earn time back for positive behaviour.

### **d) Marbles in the Jar**

This is used to develop teamwork and co-operation within the whole class.

When the whole class shows the school values, the class teacher drops a marble into a glass jar as a reward. There is a target for the number of marbles in the jar. The target number depends on a range of factors, eg. the age/maturity of the class. When the agreed target number has been reached, the class is rewarded with a pre-planned class treat.

The class treat might take the following forms:

- Extra choosing time
- An extra PE time
- A special playtime
- Use of the parachute
- Watching a film
- Baking/cooking

### **e) Achievement Ceremony**

At the end of the year the school holds an achievement assembly where we celebrate pupils' hard work over the year. Awards are given for earning 100 smiley faces,

making progress across the year (either academically or personally) and for pupils who have achieved S+ combined at the end of a Key Stage.

## **4. SANCTIONS**

When using sanctions, staff will ensure that they are constructive and allow the pupil to learn from what has happened. Pupils may need to have 'time out' in a safe place so as to calm down and ready themselves to talk about what happened. Staff will always use professional judgement, commonsense and sensitivity when applying sanctions, based on particular circumstances and individual pupil needs.

Sanctions are most effective if they are given immediately and accompanied by a clear explanation of the value that has been broken and the behaviour that is expected in the future. It is important that sanctions (and rewards) fit the behaviour and the child. We focus on the inappropriate behaviour of a child and how they can improve. We do not say that the child is bad, but that it is their behaviour which we will not accept; we remind children of our school values. Staff are expected to deal with inappropriate behaviour in a calm, controlled and quiet manner. (See appendix 1)

### **a) Class Behaviour Log**

Any instances of classroom disruption or inappropriate behaviour must be logged on the pupil's file on Microsoft Teams.

### **b) Lunchtime Reflection**

When a pupil struggles to follow the school values at lunchtime the behavior should be discussed with a member of the Leadership team. If it is felt appropriate the pupil will remain inside for a set number of lunchtimes to reflect on their behavior.

### **c) Internal Exclusion**

Lea Valley is an inclusive learning community and always endeavors to have all pupils learning with their class. However, if a pupil is consistently disruptive or a danger, to themselves or their class the school will use an internal exclusion. This will mean the pupil is placed in a supervised room away from other pupils for a limited time. This time may be used to contact a parent of a pupil who needs to be collected or for a pupil to continue with their work without disrupting the rest of the class.

When this happens the parent will be contacted and a meeting with staff, parents and the pupil will be held to support the pupil back into the classroom.

#### **d) External Exclusion**

Lea Valley Primary School values every pupil and will take every measure to ensure that every pupil is able to attend school. However in the event of extreme behaviour or continual disruption that stops the learning the Headteacher has the final power of external exclusion.

A permanent exclusion is considered a last resort.

#### **e) Equal Opportunities**

Through our school value of respect all pupils will be encouraged to respect the cultural and other differences of their peer groups and all members of the school community. No child will be treated differently because of gender, race, religion or disability. The Behaviour Policy applies equally to all members of the school community and every effort will be made to ensure that it is fully understood by everyone.

#### **f) Racism and Name-Calling**

Incidents of bullying, racism or sexual harassment are reported to a member of the Leadership team. Parents will be informed and any such incidents will be dealt with as a matter of urgency. All incidents will be logged on MyConcern

#### **g) Bullying**

LVS is an anti-bullying school. Please see the Anti-Bullying Policy for details.

### **5. PARENTAL INVOLVEMENT**

The successful implementation of the Behaviour Policy relies upon the involvement of parents.

Prior to a pupil being admitted to the school, the Headteacher meets with parents to explain the school's Behaviour Policy and the importance of the partnership between home and school.

The views of parents are considered important and they are encouraged to discuss any problems with the class teacher as soon as they arise. All staff are willing to make an arrangement to see a parent and appointments to speak to teacher should be made at the school office.

Parents will be notified of any problems regarding a child's behaviour at an early stage as their support and involvement is essential.

## **6. SCHOOL ROUTINES AND PROCEDURES AT PLAYTIME AND LUNCHTIME**

Our pupils are expected to show our school values at all times including playtimes and lunchtimes.

### **a) Morning Playtime**

Pupils are expected to enter and exit the playgrounds in an orderly way. Pupils are encouraged to play constructive games wherever possible. Each class is allocated a turn on the climbing frame; it is usually the class of the teacher on duty.

Pupils should be allowed access to the water fountains and the toilets. They must ask permission from the teacher on duty.

At the end of playtime the teacher on duty blows the whistle; all pupils are expected to stand still and listen to the teacher. The teacher will call a class at a time and the pupils in that class should walk into their lines in a quiet and orderly manner. All classes should have a line order in which classes line up in all the time. Class teachers collect their classes from the playground.

### **b) Wet Playtime**

Each pupil should have a wet play book that they can draw and write in during wet playtimes. Class teachers may also choose to play an education programme that the pupils can sit and watch. There is always an adult member of staff on duty. Pupils are expected to ask permission to visit the toilets.

### **c) Lunchtime**

The leadership team are on duty at lunchtime. Classes are given specific times to come to the hall to eat their lunch, the rest of the time they will be playing in the playground.

Any incidents which occur at lunchtime should be dealt with by the member of staff looking after the class at lunchtime. If a pupil has hurt someone during lunch time this must be reported to the class teacher at the end of lunch. Any serious or repeated misbehaviour is reported to the leadership team; the pupil may be excluded from the playground for a period of time to reflect on their behaviour.

Quarter of an hour before their lunchtime ends, pupils are given a signal. Over the next 10 minutes they are encouraged to finish their games and make their way into their classroom where their teacher is waiting.

### **d) Use of Toilets During Lessons**

All pupils are expected to use the toilets during morning play and lunch time. If a pupil needs the toilet during lessons members of staff should use their judgement when giving pupils permission but the expectation is that they should go with minimum disruption to their work and return to the classroom quickly and quietly. Pupils should not be loitering in corridors at any time.

Pupils who have medical conditions should be given unrestricted access.

Expectations differ according to the stage of development and general guidance is as follows:

EY – on demand, with assistance from EYAs if necessary

Y1 – one child at a time

Y2 – children are expected to try to wait until playtime but permission is given if urgent

Y3 & Y4 – occasional permission in the afternoons

Y5 & Y6 – no access unless for an emergency or medical reason

## **7. BEHAVIOUR OUTSIDE THE SCHOOL GATES**

All pupils are expected to show the school values at all times including on their way to and from school and on school trips.

## **8. POWER TO USE REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property and to maintain good order in the classroom.

Separate advice is available for school leaders, staff and governing bodies here

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **9. APPENDIX 1 DEALING WITH CONFLICT - THE RESTORATIVE APPROACH**

At Lea Valley, we use our school values as the basis of all of our expectations for the children. Inevitably, sometimes things will go wrong. At this time we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

**What happened?** Drawing out each person's story one at a time.

**What do you think and feel about that?** What each person was thinking at the time, before and since.

**Who has been affected and how?** Who has been harmed / affected and how?

**What do you need to make things right?** What those affected need: to feel better, to move on, to repair harm and to rebuild relationships.



**What agreement can we reach about the future?** How do those people agree and negotiate, meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

Furthermore, this approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Active Listening Skills:

Encouraging: Tell me some more about that? And earlier you said...

Acknowledging: That sounds important; that sounds like that was difficult for you

Checking: So did I hear you say; am i right in thinking?

Clarification: Can you help me understand that more

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

Empathy: It's understandable that you are worried/upset about this

Reflecting: So you... (repeat back last few words)

Summarising: So there seems to be several things bothering you.