



Lea Valley Primary School

Behaviour Policy 2016/17

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The main business of the school is teaching and learning. To ensure that the atmosphere is conducive to effective teaching and learning, the school operates a Behaviour Policy which is understood by all staff and pupils. High expectations of both work and behaviour are interdependent and central to the successful work of the school.

Aims

In developing a code of conduct for the school, LVS aims to:

- Develop a calm and peaceful environment in which staff and pupils enjoy working
- Allow teachers to teach
- Allow pupils to focus on their learning
- Help pupils to become self-disciplined
- Help pupils to understand and adhere to a simple set of rules which emphasise the safety and well-being of everyone in school
- Equip children with strategies for developing social and personal responsibility in their dealings with other pupils, particularly at break times
- Encourage children to respect and value the diversity within the school community, especially in terms of gender, race, religious belief and disability
- Foster kindness towards others
- Develop respect for the property of others

To maintain good standards of behaviour in the classroom, teaching must be stimulating and matched both to the needs of the curriculum and the needs of the pupils. Good classroom management, good teaching and appropriately differentiated work are essential ingredients in maintaining high standards of behaviour.

The Code of Conduct

Work Expectations

The classroom is the place where teaching and learning takes place. Below are listed some general expectations for the working environment in the classroom:

- Children are expected to do their best and to try hard with their work
- Children are expected to remain 'on task'; they should know what is to be done when they have completed the task
- Children are expected to use quiet voices in the classroom; there are times when children will work in silence, particularly at KS2
- There should be clear systems in place to allow children to gain the teacher's attention
- There should be minimum movement around the classroom

Expectations of Pupil Behaviour

It is important that the children understand the purpose of guidelines for behaviour, ie. to promote the safety and well-being of everyone.

The core expectations are as follows:

- Always do your best
- Be kind, considerate and polite towards others
- Listen to what other people have to say
- Put up your hand if you want to say something
- When a teacher asks you to stop, put your pencil down and listen
- Always use quiet voices in school
- Always walk in school
- When walking around the school, always keep to the left
- Share with others
- Help and support each other in work and play
- Show respect to children and others
- Try to sort a problem out for yourself before seeking help
- Look after your property and that of others
- Clear away your own belongings and school equipment
- Look after the school environment so that it is a pleasant place for learning

A Positive Approach

At LVS good behaviour is encouraged at all times. Children learn best when they are consistently and continually encouraged to behave well. They are shown by positive example, and by encouragement, how to behave appropriately. 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.

Reward Systems

Central to LVS's Behaviour Policy is the Smiley Face Sticker System.

Pupils are given Smiley Faces by adults in the school for either good behaviour or good work.

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

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

- 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.

As well as recognising the children who have received Smiley Face stickers at Friday Assemblies, each teacher chooses 2 children 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 LVS we believe that it is important for children to receive recognition for their efforts in a public forum in order to increase their significance and effectiveness. Parents are usually present at the Friday Assembly.

There are also challenge crowns which the Headteacher introduces to the children in her assembly. If children achieve the challenges, they are nominated to be put in a Special Golden Book which is kept on display in the office. Staff are asked to write why the children are nominated. Staff inform the Headteacher or the Inclusion Manager if they have any nominations.

Some members of staff may also use additional systems to encourage and reinforce good behaviour that they have devised for use with their own class. Many of these strategies involve whole class awards to foster teamwork. Further details of these can be found in the section entitled 'Alternative Strategies'.

Equal Opportunities

All children 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.

Racist Name-Calling and Bullying

Incidents of bullying, racism or sexual harassment are reported to the HT. Parents will be informed and any such incidents will be dealt with as a matter of urgency.

Parental Involvement

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

Prior to a child being admitted to the school, the HT 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 although it is requested that parents do not expect to speak to teachers while they are with their classes.

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

School Routines and Procedures at Playtime and Lunchtime

At playtimes and lunchtimes children are expected to use the same behaviour as set down in the Code of Conduct.

Morning Playtime

They are expected to enter and exit the playgrounds in an orderly way. Children 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.

Children 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 children are expected to stand still and listen to the teacher on the whistle signal. On a second whistle the children are expected to WALK to their class line; lines should be quiet and orderly. Class teachers collect their classes from the playground.

First Aid is administered by a trained member of staff; there is always a member of staff on duty to deal with any medical needs. All incidents requiring medical attention are recorded in the First Aid Book and, if appropriate, parents are notified via a note sent home at the end of the school day. In the case of an emergency, the HT or DHT is informed and a decision is made as to the most appropriate form of action. Parents are always notified immediately if there is a serious accident or a bump to the head.

In the event of a serious accident or wet weather, the whistle will be blown as a signal for all the children to stop. A responsible child will be sent into school with a message.

Wet Playtime

Each class should have a box of activities suitable for wet play. These might include games, scrap paper, books or comics, which should be accessible at all times and clearly labelled.

There is always an adult member of staff on duty. Children are expected to sit quietly with an activity and to ask permission to visit the toilets.

Lunchtime

Both the HT and the DHT are on duty at lunchtime. There are two sittings for lunch:

- Juniors at 12 noon
- Infants at 12.30 p.m.

At 12 noon SMSAs are allocated to supervise each class. Y5 & Y6 classes are escorted to the junior playground by their class teachers. All other classes are collected from their classroom door by their SMSA. It is the responsibility of the SMSA to supervise each class effectively and to organise games/activities for the children so that playtime is as enjoyable as possible.

Any incidents which occur at lunchtime should be reported to the class teacher at the end of the lunch break. Any serious or repeated misbehaviour is reported to either the HT or the DHT; the pupil may be excluded from the playground for a specified 'cooling off' period, ie. In 'Detention Club', or the parents may be required to take their child home for lunch for a specified period.

If a child has an accident at lunchtime, the procedure outlined above is followed. There is always a trained member of staff on duty to administer appropriate first aid.

At 1.00 p.m. the HT or DHT blows the whistle to signal the end of junior lunchtime. The children line up so that they are ready to be collected by their class teacher. The junior SMSAs then go to help with supervision in the infant playground.

At 1.15 p.m. the whistle is blown in the infant playground by the Headteacher or the Deputy Headteacher. The children are lined up in their classes ready to be collected by their class teachers.

Use of Toilets During Lessons

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

Children 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

During the afternoons there is no break so pupils will require greater access to the toilets.

Y3 & Y4 – occasional permission in the afternoons

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

Additional Strategies

Working within the framework of the whole-school approach, individual members of staff may also use other strategies. These are listed below:

a) Sanctions

This involves the use of a 'Sanction Book' in which the systematic and graduated use of a series of sanctions is recorded. Examples of sanctions are as follows:

1. Name in the 'Book'
2. Tick by your name
3. Sit on your own
4. Miss 5 minutes of playtime
5. Miss 10 minutes of playtime
6. Miss whole playtime
7. Miss 10 minutes of privilege time
8. Miss 20 minutes of privilege time
9. Send to Headteacher
10. A letter is sent home to parents

If children need to miss a playtime as a consequence of inappropriate classroom behaviour or an inadequate amount of work, staff must either supervise themselves or arrange for them to go to another classroom with appropriate work. It is not an effective punishment for children to be sat outside the staffroom or to be stood at the wall/fence in the playground.

b) Caught You Being Good

A box is displayed in the classroom. If a child is 'caught being good', they get a slip which they put their name on; it is then put in the box. A draw takes place on Friday and a prize is given to the child whose name is pulled out.

c) Marbles in the Jar

This is used to develop teamwork and co-operation within the whole class. When the whole class keeps the classroom code of conduct, the class teacher drops a marble into a glass jar as a reward.

This may be for, for example, everyone in the class concentrating on their work, meeting their work target, stopping on the teacher's signal first time, listening really well, lining up quietly or walking round the school quietly.

There is an agreed target for the number of marbles in the jar. The target number depends on a number of factors, eg. the age/maturity of the class. When the agreed target number has been reached, the class is rewarded with an agreed class treat.

The class reward might take the following forms:

- Extra choosing time
- An extra PE time
- A special playtime
- Use of the parachute
- A 'fun' outing, eg. ice skating, a cinema trip, a visit to the park/adventure playground (there are cost and organisational implications for such a treat!)

d) Good News Letter and Assembly

Children are given good news letters/certificates which are sent home at the end of the day. The letter/certificate will explain briefly the reason why it was awarded. The teacher keeps a record of who received the letter/certificate and why; this is usually in a special book. Good News assemblies may then take place; children are praised and/or given stickers in front of an audience, often their own class or year group. Good News assemblies may also take the form of showing good work.

e) End of Term Awards

Some classes may allocate prizes or certificates for specific aspects of behaviour or work which they wish to improve or emphasise, eg. best spelling test marks, learning times tables, punctuality, biggest improvement in work, politeness etc.