

Lavington Park Federation

Behaviour Policy 2013



Reference also :

- *Anti Bullying and Harassment Policy 2013*
- *Exclusion Policy 2013*

Reviewed by *Helen Martin*

Approved by *Teaching & Learning Committee, October 2013*

Next Review *October 2016*

LAVINGTON PARK FEDERATION

BEHAVIOUR POLICY

1. Definition:

School discipline is essential to maintaining an orderly and respectful community. Good behaviour is when appropriate behaviour is displayed. Bad behaviour impedes the life/work of others e.g. kicking, teasing.

Bullying occurs when the relationship between two children is unbalanced and results in a perpetrator and a victim. The aim is for pupils to find bullying behaviour unacceptable.

General Statement:

We expect children to be calm and caring and need to help them to understand and apply self-discipline. Bullying and racism are unacceptable at our school.

2. Aims

- to expect good behaviour
- to respect each other
- to respect differences
- to be courteous
- to understand the need for discipline
- to understand that actions have consequences which must be accepted
- that children, staff and parents work in partnership
- that children and staff have ownership of school and class rules

3. Classroom Management

- Children's self-esteem and confidence must be maintained and developed by praise, positive reinforcement, circle time and respect for each other's opinions.
- Care must be given to places in class and to groupings in order to maximise social skills and learning opportunities.
- School rules are written during assembly at the beginning of every school year and class rules are decided by children at the same time. They must be written positively.
- Everyone must exercise fairness at all times.
- The children must be actively bonded for older/younger assembly partners and lunch time seating arrangements
- The school's council should meet in an organising role e.g. fun sports or introducing a new piece of play equipment or to solve difficulties
- All adults must respond positively to pupils so there is a culture of children being able to complain confidently about bullying and inappropriate behaviour.

Rewards should enhance self-esteem. Classroom based and school based rewards are

- praise and appreciation for good behaviour and thoughtfulness
- privileges for daily special child
- celebration assembly certificates
- 'tree points' that go towards a termly treat for the winning tree team.

Positive discipline policy

These consequences must be:

- o public
- o collective
- o consistent
- o carried through every single time .

Consequences must start with near insignificance but as a notice to begin the process of discipline. There must be no favouritism towards any single individual.

This is important: the consequences must be disliked but not humiliating.

- o progressive
- o cumulative
- o continuous

If the initial warning is ineffective, then move up one stage. Continue moving up stages with each ineffective stage.

The consequences that we use at Graffham and Duncton are:

1	Child will move their name from the green face to the orange face. The child can then change their behaviour and will be asked to take their name back to the green face. This is a warning system only and no punishment occurs at this level.
2	Child will move their name from the orange face to the red face. Once a child has moved their name to this face, they will have to miss time from their playtime.
3	Swap classrooms for 15 minutes. The child will take their own sand-timer and measure the time that they are out of the classroom. They will be asked to sit in silence in the other classroom.
4	To Head teacher's office to discuss behaviour
5	Parents called to discuss behaviour with the Head teacher and the child.

A behaviour log is kept of all major incidents, written by the member of staff that was directly involved. This will be given to the Headteacher. A pattern of behaviour may well be observed. These logs will be used at SEN meetings. See the Anti-Bullying Policy for more information on Bullying.

Exclusions

Exclusion should only be used as a last resort and solely in response to a serious breach of school policy, and where allowing the child to remain in school would be seriously detrimental to the education or welfare of the child or that of others at the school. A period of fixed term exclusion will take place at the beginning. A child could be excluded for 45 days in any one year before being permanently excluded. Support will always be gained from the Exclusion Support team. The governing body will be informed of any fixed term exclusions.

HM Reviewed 6.10.13