

Behaviour Policy

At Lyndhurst we provide a happy, safe and secure environment in which all members of the school work together. The policy aims to provide a framework implemented by all staff, so that children have a clear understanding of the high standards of behaviour expected in school. It also supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Aims

Our children will:

- ◆ Respect, value and care for each other
- ◆ Respect all adults
- ◆ Be polite
- ◆ Believe in and set high standards for themselves
- ◆ Value education and develop a sense of enquiry
- ◆ Co-operate and support each other
- ◆ Recognize and appreciate the cultural diversity of our community
- ◆ Take responsibility for their own behaviour
- ◆ Be honest
- ◆ Celebrate and enjoy life

Our staff will:

- ◆ Model appropriate behaviour
- ◆ Be fair
- ◆ Speak to children in a calm manner
- ◆ Be consistent and follow the behaviour policy

Our rules

These “Golden Rules” have been agreed by all staff and pupils. They apply all day and across the school setting, including after school activities.

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste our own or others' time
- We look after property – we don't waste or damage things

There are also special rules which are tailored for outdoor playtimes and are known as “**The Additional Rules**”:

- Do be gentle.....Do not hurt anybody
- Do be kind and helpful.....Do not hurt people's feelings
- Do play well with others.....Do not spoil others' games
- Do care for your playground.....Do not damage or spoil anything
- Do listen to people.....Do not interrupt
- Do be honest.....Do not cover up the truth
- Do keep to the playground safety rules.....Do not break the playground safety

rules

Reward systems

Positive behaviour is reinforced through acknowledgement and recognition of positive choices. The following methods are used:

- Specific verbal praise – referring to the good quality of the work or behaviour
- Non-verbal praise (smile, thumbs up etc)
- Positive comments on work
- Stickers / certificates
- Sharing work /positive actions within the class
- Letters home to parents informing them of positive behaviour
- Children being sent to other members of staff for praise and celebration of achievement.
- Golden time (see below)
- A star on the star chart
- Class points (see below)

Golden Time

Children start each week with a 'bank' of 30 minutes Golden time on a Friday afternoon during which they can do activities or play games of their choice. Unacceptable behaviour leads to loss of Golden time in five minute chunks. If a child loses 20 minutes of Golden time, they spend that time with the head teacher.

The Merit System

Stars are awarded for either academic achievement or behaviour. 20 stars (KS1) or 30 stars (KS2) warrant a purple merit certificate given out during a whole school assembly. Ten purple certificates are rewarded with a gold merit certificate.

The 'class point 'system is used as a way of encouraging collaborative and co-operative behaviour. A class point is awarded by a member of staff for

good whole class behaviour. When a class has gained 30 points, they choose a reward for the whole class to enjoy.

Dealing with unacceptable behaviour

The following methods are used:

- Verbal warnings
- Missing play/lunchtime
- Name in Behaviour Folder
- Sent to another classroom
- Sent to Assistant, Deputy or Head Teacher
- Parent Contact Book

In each classroom there is a sequence of **Six Steps** that lead to sanctions within a teaching session. These are:

- 1 Verbal warning - reminding you of what you're supposed to be doing
- 2 Name on the 'Sad face' board – think carefully about what you're doing now
- 3 Lose 2 minutes of play or golden time
- 4 Lose up to two more lots of play or golden time
- 5 Behaviour is recorded in the class behaviour folder
- 6 Sent to another teacher for the rest of the session

In the playground the **Six Steps** are slightly different:

- 1 Reminder about how you should be playing.
- 2 Warning about behaviour – think about it carefully now.
- 3 Stand by the wall for 2 minutes.
- 4 Stand by the wall for a further 2 minutes.
- 5 Sent in to see the assistant head teacher or the deputy head teacher.

Dealing with serious incidents

The following behaviour constitutes more serious consequences. These behaviours include:

- fighting, biting, verbal abuse, obscene gesturing, bullying,
- intentional damage to property, theft, racist or other abuse which includes a person's gender, culture or religion
- inappropriate sexual behaviour

As a result of these actions, one or more of the following consequences will take place:

Entry in the class behaviour book

Exclusion from playground

Sent to a learning mentor

Sent to phase leader

Sent to head, deputy or assistant head teacher

Parents informed

Loss of privileges

External exclusion

Exclusions:

After a very serious incident or persistent bad behaviour, external exclusion may be considered. A child can be temporarily excluded for a "cooling off" period, or be permanently excluded from school.

When a child is excluded, the parents meet with the head teacher and if necessary a member of the Governing Body. A Behaviour Support Plan is drawn up, whereby the school, the parents and the child agree on what needs to be done to support the child improve his/her behaviour.

EYFS

In the Foundation Stage we share the aims of the whole school. We ensure that our behaviour management strategies are age appropriate and are therefore simplified. Parents are informed on a regular basis about their child's behaviour, including positive behaviour and inform parents of serious incidents.

