



Behaviour Policy

School Values

**ENJOYMENT HONESTY CARING RESPECT
EQUALITY**

BEHAVIOUR AND ETHOS

'When a lesson has appropriate pace, challenge and interest, children are more likely to give attention to learning. In this climate, difficult behaviour is more likely to be reduced.'

Aims

- We aim to create a safe, caring and stimulating environment for all
- We aim to be an inclusive school where everyone is welcomed and where we do our best to meet their needs
- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid where possible giving attention to negative behaviour
- We aim to involve staff and pupils in following the class/golden rules
- We aim to work in partnership with parents and families to promote positive behaviour and expect all adults to follow the same rules and ethos while they are on any part of the school site
- We aim to encourage all children to realise they each have a part to play in the life of Lark Hall and to take responsibility
- We aim to foster a more positive attitude to learning in children by recognising, praising and regularly rewarding good work, good attitudes and behaviour
- We aim to encourage staff to adopt a consistent approach to behaviour management and set excellent examples of calm, polite and responsible behaviour towards each other and the children
- We aim at all times to keep calm, listen carefully, show sensitivity to others points of view, be consistent in our dealings with children and use humour and praise wherever possible
- We aim to ensure there is differentiation in how our children are treated in accordance with their needs and abilities, so that reasonable adjustments are made to enable children to understand and behave appropriately. We explain these to other children so that full inclusion is possible

Our behaviour policy has been produced as a result of staff working together and is based on supporting those structures, relationships and processes which emphasise predictability and fairness; raise rather than diminish children's self-esteem and encourage self-discipline and responsibility for self.

Engaging children in a positive manner is fundamental

- Reflection of an agreed set of expectations to inform reaction to behaviour i.e. no knee-jerk reactions
- Behaviour is a Collective Responsibility
- Modelling positive behaviour is crucial

Rights of Children

- To be respected
- To be trusted
- To be treated fairly with understanding
- To develop in a happy school
- To work in a pleasant environment
- To be accepted
- To receive a high standard of education

Responsibilities of Children

- To respect others
- To always perform to the best of the ability
- To act in a trustworthy manner
- To follow school/class rules
- To treat others fairly
- To accept others as they are
- To respect the school environment
- To accept decisions of the school

Rights of Adults

- To teach in a positive environment
- To be respected and treated fairly
- To be listened to by children
- To receive support from senior leaders
- To work in a safe environment
- To express their opinions in an appropriate manner and forum
- To expect their student to do their best
- To expect to be supported by clear policies

Responsibilities of Adults

- Never to talk about a child in a negative manner
- To foster a positive environment
- To be a positive role model
- To respect and treat others fairly
- To listen to children and respect them
- To implement the school's code of conduct
- To respect the opinions of others
- To support colleagues
- To model their conduct to children
- To implement training in their work environment

Codes of Conduct

Working within the structure of the Behaviour Sanctions Hierarchy – colleagues work together to look at examples of negative behaviour and the sanction imposed as well as examples of positive behaviour and rewards given.

Collective Support

Support Structure for staff – staff should be free to ask each other for help and to offer constructive advice, as well as help to others when requested. All teachers face problems with pupils displaying challenging behaviour; such problems should not be viewed with a sense of personal failure.

Home-School Agreement

This initiative is an agreement with parents, children and staff with regard the conduct of all three with concerning the education of the child at Lark Hall. It establishes an ethos of pastoral and educational expectations, whereby both parents and school commit to an excellence in educational standards for the children and motivates the child to achieve their very best in all outcomes.

System of Rewards & Sanctions

At Lark Hall we believe passionately that positive reinforcement is the most effective way of encouraging students to behave appropriately. At times, however, sanctions play an important role in school as they can stop inappropriate behaviour.

At Lark Hall we operate a Sanctions Hierarchy, where consequences to a child's actions are clear and transparent. The Sanctions Hierarchy is the guide we use to provide high and consistent expectations. The focus is positive interventions with children being aware of consequences to actions. The Sanctions Hierarchy is centred around a colour-coded visual chart which allows children to easily recognise where they are. The system is used consistently throughout all classrooms and allows the children an opportunity to be rewarded for positive behaviour as well as sanctioned for negative behaviour.

Pastoral Books

Each class teacher will have a Pastoral Book to enable them to make comments with regard a child's pastoral development. This is to be kept in class and when appropriate shared with any relevant parties such as parents or members of the Inclusion Team.

House System

All children at Lark Hall are divided into 4 houses: Fenchurch Street, Liverpool Street, Marylebone and Kings Cross. Children can receive House Points to rewards examples of good behaviour and of demonstrating the values of the school. The points are added up and the winning house receives a reward playtime each week. Each member of staff is also given a house.

These house points can then be spent in the Lark Hall Town Shop. Children's House Points are collated on a laminated record sheet in each classroom. Each week house points are totalled up in each class and the winning house will visit the Lark Hall Town Shop. Children will keep a running record of their house points in their bank books, which they will take with them when they visit the shop. House Points are also a good way to teach the children real world skills relating to saving money.

Examples of great behaviour: reaching the trophy, great work, moving around school well, being a great role model, star of the day, having successful playtimes, helping each other, visiting the Year Group/Phase Leader	1 house point
Star of the week award	3 house points
Being sent to Senior Leadership	5 house points

Lark Hall Town Shop

The Lark Hall Town Shop is open once a week for children in Years 1-6 and the CFA. Children from the winning house each week can bring their completed Bank Books to the shop and spend their House Points on a wide range of merchandise. The Lark Hall Town Shop is run by selected children from Key Stage 2.

Young Leaders

At Lark Hall we are implementing a programme of Young Leaders across the school. Their roles already include, Library Monitoring; the 'Blog Squad' (monitoring the use of classroom blogs); House Captains and School Council. Future Planned leaders Include, Office Workers; Playground Peer Mediators; Lunch Hall Monitors and P.E. Leaders. This list is not exhaustive and more

initiatives are planned. The rationale is for all of our children to assume levels of responsibility and develop traits of leaders.

LARK HALL TOWN

Lark Hall Primary School is a community which values the voice of our pupils and aims to provide a forum for our pupils to contribute to decision making and day to day running of the school in addition to classroom monitors organised within classrooms.

- **Head Girl and Boy**

Year 6 pupils can apply for the role of Head Girl and Boy at the beginning of the academic year and are asked to give a speech to pupils in Years 3-6 who then have the opportunity to vote for their preferred candidate.

Roles and Responsibilities include:

- To uphold the school values at all times
- To work with the Head Teacher and Leadership Team to help improve the school
- To complete the role for an academic year
- To report to and update leadership team
- Be a role model to all children in the school
- To be able to present information coherently to a group
- To listen to pupil voice around the school and report to leadership team
- Be able to communicate effectively
- To represent the school to outside visitors

- **PSCD Ambassadors**

Pupils in years 3-6 have the opportunity to take on responsibilities across the school in areas such as Playground, Office, Library, CFA, Premises (Green Team) and EYFS.

- **School Council**

Pupils in years 2-6 have the opportunity to represent their peers at the Lark Hall School. Pupils are asked to give a speech to their class who then have the opportunity to vote for their preferred candidate.

Roles and Responsibilities include:

- To hold class council sessions and record views of class
- To reflect and represent class views at school council meetings
- To ensure all counsellors have their say
- To feedback to classmates

Reward Trips

Every month children are nominated by school staff to attend 'reward trips'. These can take place during the school day or after school, and are designed to reward those children who consistently meet the school values and show a commitment to their learning. These trips are extra-curricular and cover a wide range of activities.

Learning Values

We have introduced Learning Values adopted in each class underpinning the pastoral development and expectations of our children. They enable the children to understand the importance of achieving 'FLOW' in their learning environment.

The Classroom

- It is important for staff to be in their rooms or in the playground in good time for the beginning of sessions

- We aim to create and sustain a positive, well organised classroom environment
- We recognise the importance of maintaining an attractive, clean room with interesting displays that support children's learning and celebrate their achievement
- We aim to have high expectations of work and behaviour and encourage an atmosphere of caring, sharing and teamwork
- Reasons for rules should always be given and negotiation developed, it is important to encourage creative dialogue and confidence in discussion
- Children should develop a sense of pride in their classroom and the school and be taught to respect and care for furniture, equipment and resources

Children should be taught to take responsibility for keeping their room tidy, for example:-

- Clearing up after activities
- Cleaning brushes, pots, paints
- Keeping sinks clean
- Ensuring pencils, pens and crayons are returned to containers
- Regularly sorting out trays, construction containers, book corner etc.

Corridors and Stairways

- Children are expected at all times to walk quietly around buildings, they should be taught to do this
- The child at the front should hold doors open where necessary and then join the back of the line
- Children should walk quietly, in line, on the right hand side up and down the stairs in the junior building
- No children should be in the building during lunch or playtimes or before or after school without adult supervision
- We should all be polite and open doorways for each other when not part of a class line

Assemblies

Assemblies are a very important part of the school day. Children from across the school have the opportunity to come together for reflection and celebration.

Expectations in Assemblies:

- Class teachers, at the front of the line, and Teaching Assistants at the rear, are to lead children into assembly - with the first child in the line holding the door open for the rest of the class
- Staff, in order to model, and children come in silently and leave silently
- All class teachers to remain in assembly in order to share in the reflection and celebration, model behaviour and assist the leader of the assembly in behaviour support
- As children leave assembly they are to follow the model of entering the assembly hall
- Staff leading assemblies are to plan and resource their own assemblies in advance

Dinner Hall

- Children should line up quietly and follow the instructions of staff on duty
- Meal times are part of children's education, they should be encouraged to help each other to water on the table and talk quietly and sociably
- They should be helped where necessary to make sensible choices about what they eat
- The lunch experience should be positive and pleasant
- Other opportunities for children to take responsibility should be sought

Playground

- All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt or are being bullied or harassed or if they have seen anyone who has been hurt, bullied or harassed
- If they require first aid they should be directed to the member of staff on first aid duty.
- Children should be helped and encouraged to play with each other and include all children in their games
- Playground equipment should be available and those on duty should take a lead in demonstrating its safe use and appropriate games

Playground rules include the following:

- No games involving mock or 'play' fighting
- Adults on duty to be out in good time
- Children to line up quickly and quietly when the bell is rung
- At playtimes and lunchtimes all children will stop at the first bell and line up at the second bell
- Teachers to collect children promptly from the playgrounds at the end of playtimes
- Children should not be allowed to return to the toilet immediately on coming in from the playground
- Staff on break duty will usually deal with any behaviour incidents but class teachers should be informed of any more serious incidents that need to be followed up
- Monitors should collect/tidy playground equipment at the end of each session, in the infants this should be left by the gate to reception play area during the day and in the juniors returned to the correct zone, then to the cupboard in the playground at the end of lunch time
- Abandoned coats etc. should be placed in the baskets in reception areas – children should not take lost property around the classrooms

Playground Sanctions

- Verbal warning
- Time out with member of staff on duty
- Time out against the wall
- Referred to senior member of staff on duty

PASTORAL SYSTEMS

Rewards & Sanctions

At Lark Hall we believe passionately that positive reinforcement is the most effective way of encouraging students to behave appropriately. At times, however, sanctions play an important role in school as they can stop inappropriate behaviour. In the EYFS the 'beanstalk' system is used as a visual chart of rewards and sanctions, as a variation on the main school 'Football Chart'. The CFA operates their own in-class rewards systems which are tailored to the needs of each child.

Incidents of Racism, Bullying and Homophobia

Incidents of racism, bullying and homophobia should be reported to the Head Teacher, using the referral form on the Teachers Server. For incidents related to extremism or gang behaviour, please refer to the Safeguarding Procedures.

Incidents of Restraint

In the occasion where a member of staff has had to use restraint to ensure the safety of children, staff or property, this needs to be reported to the Head Teacher using the referral form on the Teachers Server.

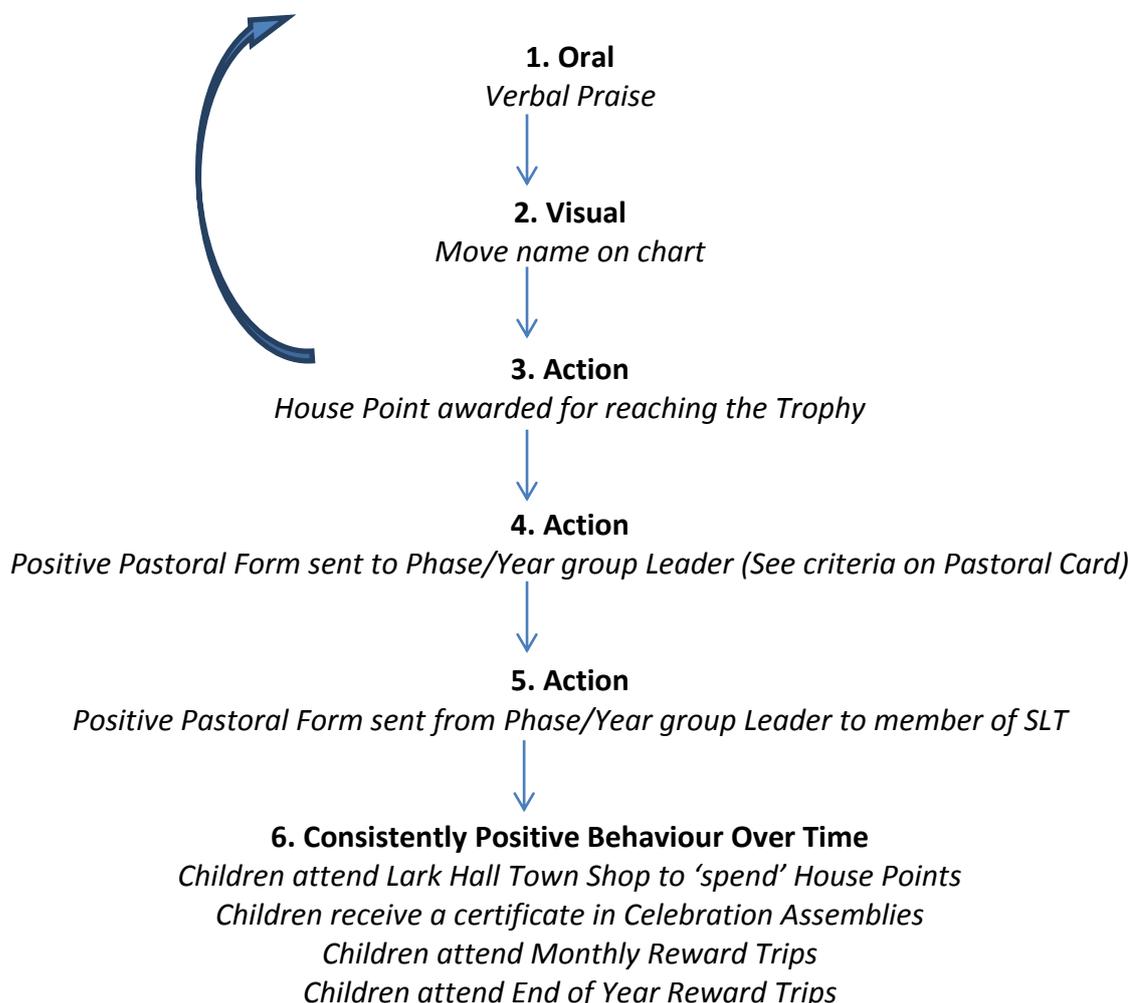
In the CFA, there are occasions where physical intervention is required to prevent a child from injuring themselves or others. All CFA staff are trained in TEAM TEACH positive handling and all incidents are recorded in an incident book and reported to parents.

Governing Body

The Governing Body will receive termly indicators recording all aspects of behavioural trends, including but not exhaustive, the incidents of racism, bullying, homophobia and restraint.

Behaviour Rewards Hierarchy - Main School

Start point: Children on 'Green' on Class Football chart/Beanstalk (EYFS)



Behaviour Sanctions Hierarchy – Main School

Start point: Children on 'Green' on Class chart

Negative behaviour displayed:
(‘Low Level’)

1. Oral

Verbal Reminder

2. Visual

Move name on chart

3. Action

First Time Out in Class

4. Action

Second Time Out in ‘time out’ Class

5. Action

Third Time Out

Pastoral form completed and sent with child to Phase Leader (in allocated Pastoral Time)

6a. Improvement

No further action

6b. No improvement over time

CT/Phase Leader recording concerns

7. Behaviour Contract

Set up by SENCo/SLT. Monitored by CT
(Put in place for 6 weeks)

8a. Improvement

Finish behaviour contract

8b. No Improvement

SLT involved and strategy meeting held with CT. Further actions/ consequences agreed.

9. Temporary Exclusion

(internal/external)

10. Permanent Exclusion

Governors involved. Parents have the right to appeal.

(‘High Level’)

If a serious incident occurs, class teacher to make a judgement on the most appropriate course of action to ensure the child/ren involved are in a safe and calm environment. Phase Leaders may not always be available, TAs or teachers may need to identify the most appropriate immediate action before **step 5 action**. Serious incidents may result in a **step 9** action.

Notes:

Teachers are a crucial part of each stage of the behaviour hierarchy and will have the most impact on improving behaviour.

Time out is a quiet reflection time where children can calm themselves and reflect upon their behaviour. If sent to another classroom on a time out they should repeat the same process. It is important that they do not take work to complete with them.

Behaviour contracts –Leadership will be responsible for setting up behaviour contracts and will liaise with teachers and parents with regard the initial steps taken. It is then the class teacher's responsibility to monitor targets set and ensure home-school communication is upheld. Children on behaviour contracts will be accounted for on the whole school provision map and reviewed every term.

Exclusions – all exclusions must be agreed by the Head Teacher.

EYFS

We have five main expectations that we teach children:

- Good sitting
- Good looking
- Good listening
- Good speaking
- Good sharing

In addition to the rewards in place across the school Foundation Stage have their own celebration assembly. Stickers are used to commend good behaviour on behaviour charts.

Expectations

Sad face charts, time out and removal to another area are all used. Daily contact and discussion with parents takes place at the beginning and end of sessions.

The end of playtime/outside time is indicated by a whistle, when all children stop and put their hands in the air before being instructed to line up or tidy up.

We aim to ensure children understand that running and shouting can happen during outside activities but not inside the nursery class.

We explain the dangers of sitting or standing on tables and other items of furniture and why this is not allowed.

We expect children to use bikes, buggies and other wheeled vehicles appropriately and safely and discourage aimless racing about.

We teach children to take turns and line up to go on the slide.

For safety reasons children should not wear trailing clothes on bikes or on the slide.

Centre for Autism

Children in the Centre for Autism are expected to follow school rules to ensure their safety and the safety of others and to ensure that teaching and learning is not disrupted. Clear, rules and boundaries are set and staff are consistent in their approach in dealing with behaviour issues.

Rules are explained in a way that is accessible to each child. Positive behaviour is acknowledged through praise and rewarded by using the behaviour chart and motivators.

However, there many situations where children with autism are not able to control their responses to situations and this can result in challenging behaviour.

Some reasons for heightened anxiety may be due to:-

- difficulty with communication and understanding,
- not being able to predict what will happen in a new or changing situation,
- sensory sensitivities e.g. noise, texture, smells, lighting,
- desire to engage in favoured, repetitive or restricted activity
- transitions from one activity or place to another

After carrying out a functional behaviour analysis we are able to put strategies in place to alleviate stress for the child and thereby reduce incidents of challenging behaviour.

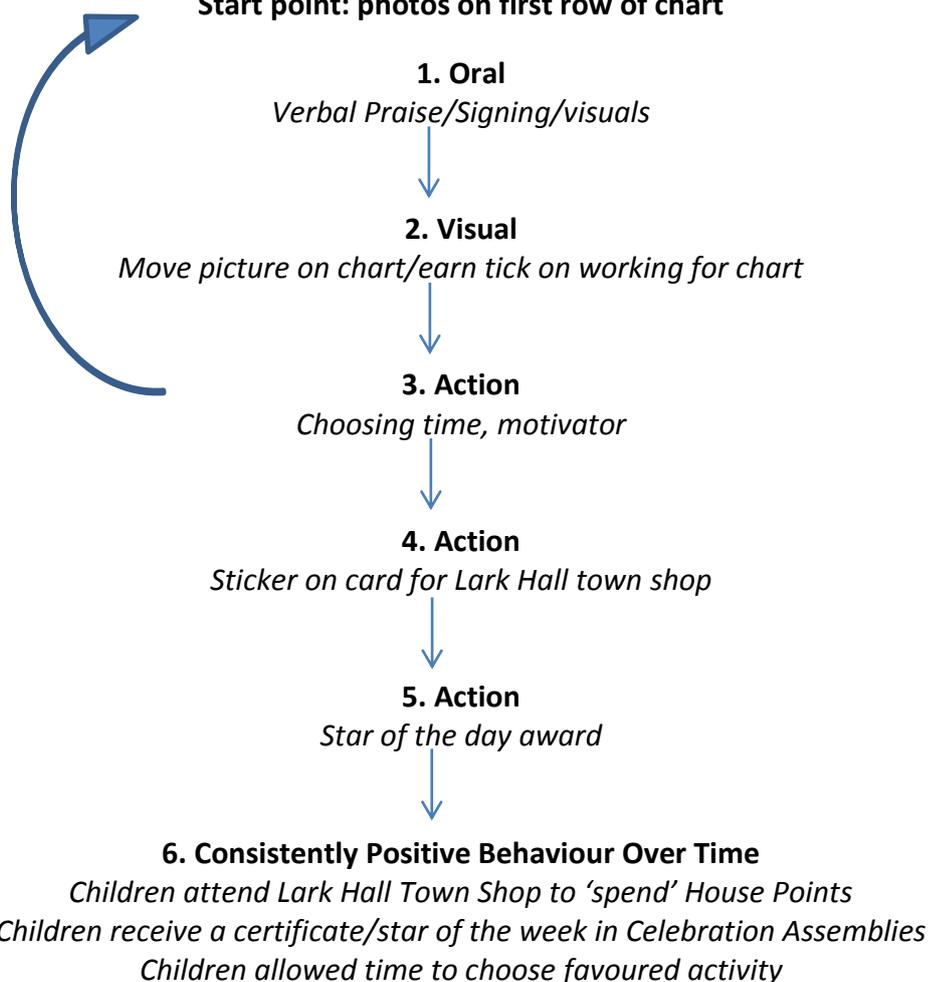
Our aim is to anticipate situations that may be challenging.

If a child regularly displays challenging behaviour a personal support plan (PSP) is put in place. This gives information about the child's likes and dislikes, mode of communication and triggers for behaviour. It also outlines procedures and strategies for managing the behaviour. This will be shared with parents and we will work closely with you to ensure a consistent approach is used at home and school where possible. It may also be necessary to carry out an individual risk assessment.

In the Centre for Autism all staff are trained in Team Teach Positive Handling which is updated every 2 years.

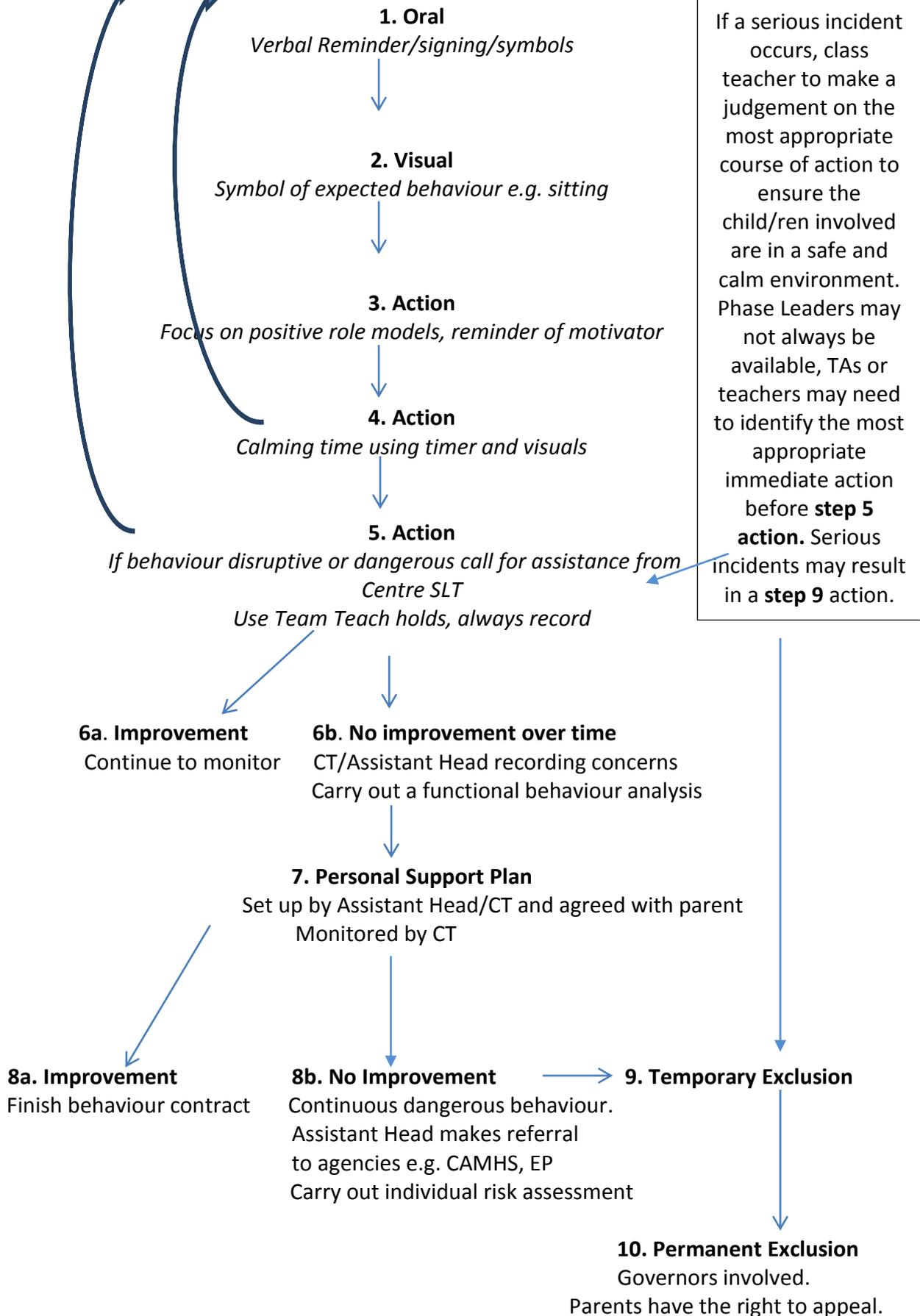
CFA Behaviour Rewards Hierarchy

Start point: photos on first row of chart



CFA Behaviour Procedures

Start point: Children on first row of Class chart



Notes: See also guidance on Main School Hierarchy

Pastoral Cards (Main School Years 1-6)

When children visit the Phase/ Year group Leader or member of the Senior Leadership Team they will be sent by their teacher with a Pastoral Card which states the reason for the visit.

The Phase / Year group Leader or member of the Senior Leadership Team will complete the follow up box stating the reward or consequence and the Pastoral Card will be sent home with the child at the end of the day.

Positive Pastoral Report

Child's name: _____

Class: _____

This card is for teachers to use to refer children to the phase leader or SLT for meeting one of the statements below.

Children will receive a certificate to take home and house points.

All positive behaviour is also recorded on SIMS, using a points system.

These statements are adapted from the Home-School Expectations which all parents/ carers and children sign at the start of the academic year.

Positive Statements	<input checked="" type="checkbox"/>
I have done a fantastic piece of work.	<input type="checkbox"/>
I have shown outstanding commitment to developing my character traits.	<input type="checkbox"/>
I have worked well with other children.	<input type="checkbox"/>
I have been to the trophy 3 times today.	<input type="checkbox"/>
I have been a great role model for others in the playground.	<input type="checkbox"/>

Details:		
Class Teacher:	Phase Leader:	Senior Leader:

Negative Pastoral Report

Child's name: _____ **Class:** _____

Dear Parents/ carers,

This card is for teachers, phase leaders and the Senior Leadership Team to record any incidents of concerning behaviour.

Please read the comments below and follow the matter up with your child at home.

Do come and speak to your child's class teacher, phase leader, or a member of the Senior Leadership Team if you would like to discuss the incident.

All behaviour incidents are also recorded on our school database, using a points system.

These statements are adapted from the Home-School Expectations which all parents/carers and children sign at the start of the academic year.

Negative Statements	✓	Points recorded
I have brought a prohibited item into school.		-1
I have not accepted a consequence for my actions.		-2
I have had 3 time-outs today.		-3
I have used inappropriate language.		-4
I have reacted violently to a problem.		-5

Class Teacher Follow-up	Notes
	<i>Class teachers to record how the incident has been dealt with so far.</i>
Phase Leader Follow-up	
	<i>Phase Leader to record any further actions or consequences.</i>
Senior Leader Follow-up	
	<i>Senior Leaders to become involved at the request of the Phase Leaders for ongoing concerns and serious incidents.</i>