



POSITIVE BEHAVIOUR POLICY

Approved By	M.Stanley Chair of Governors
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Positive Behaviour Policy

The primary aim of the Lakeside School Behaviour Policy is to promote positive behaviour by pupils. This policy sets out the principles that ensure the effective promotion and management of good behaviour and the strategies for the management of behaviour and disciplinary sanctions.

At Lakeside Primary School we have high expectations of behaviour. We know that good behaviour is an essential factor in achieving successful teaching and learning and every adult has a vital role to play in modelling, encouraging and supporting positive behaviour.

The **key principles** of our whole school approach towards the management of children's behaviour.

- Children need encouragement, approval and kind words in order for positive behaviours to be reinforced
- Staff will focus on praising children making the right choices, as opposed to catching those making the wrong choices
- Staff will use an appropriate tone and volume with children – they control situations assertively and calmly, allowing the children to make the right choice or face consequence
- Clear consequences are in place, and explained to the children
- Expectations are communicated clearly and school rules and boundaries will be applied consistently and clearly
- We encourage, model and expect respectful behaviour from all members of Lakeside School Community

The school expectations

Positive behaviour:

- Model positive and respectful behaviour and support the school community
- Treat people with kindness and respect
- Work co-operatively with staff

Unacceptable behaviour:

- Lack of respect – speaking inappropriately to others (including any swearing)
- Violence
- Threatening, and intimidating behaviour
- Discrimination
- Deliberate vandalism of school property

In order to help the principles that underpin our expectations of behaviour clear to the children, we use the acronym REACH as explained below:

Respect

Effort

Attitude

Co-operation

Honesty

We display this acronym around school and refer to it in our conversations with the children.

Agreed procedures:

- All staff share responsibility for the behaviour of children throughout the school.
- Children are expected to line up quietly and sensibly and be ready to enter school calmly.

- Children are expected to walk quietly into and out of the hall for assemblies and to sit silently during the assembly. Teachers should supervise their class coming into assembly, model appropriate behaviour and collect them at the end of assembly.
- Teachers will encourage children to take responsibility for cloakrooms and ensure they are clear at the end of each day.
- Children are expected to walk around school quietly and calmly.

The zoneboard

This chart is made up of five coloured zones (gold, silver, green, amber or red). It is displayed in each classroom with every child's name in one of the zones. The position of each child's name on the board gives an indication of their behaviour at that time.

Children all begin in **Green Zone**. Names remaining here is an indication of continuing good behaviour.

Positive behaviour results in names being moved to the **Silver Zone** and teachers using their own established class rewards.

Exceptional behaviour results in children's names being moved to the **Gold Zone** and teachers rewarding with a 'higher-level' reward (the nature of this reward is left to the discretion of the adult involved). These rewards may include a phone call home, a postcard home, a small prize, a certificate, stickers, share work with another member of staff, ...

The **Amber Zone** is a warning area and indicates to the child that their behaviour needs to improve. Children can climb out of this zone by improving their behaviour resulting in their name being moved back into the **Green Zone**.

The **Red Zone** is the sanction area for persistent or serious poor behaviour (see severe behaviour policy). If children reach this zone they will receive the sanction of going to time-out for five minutes at the next opportunity and their parents are informed of the inappropriate behaviour via a red slip home at the end of that day. This is signed by parents and returned to their teacher. Children return to green at the start of the next session. Any further red zone behaviour will result in another five minutes in time-out.

Celebrating Positive Behaviour

In Friday assemblies we celebrate good work and positive behaviour by presenting star of the week certificates. Good behaviour spotted around school is rewarded by children receiving tokens from members of staff. These are collected weekly and contribute to the team totals, these result in a reward for the winning team on a regular basis.

Monitoring Behaviour

It is the responsibility of the teaching staff to log any behaviour incidents they have dealt with on the O-track system.

Incidents deemed to be serious will be dealt with in accordance with our Severe Behaviour Policy.

Lunchtime Behaviour

- Children are expected to meet the same high expectations of behaviour at lunchtime as at any other time of the day
- Children are rewarded for good behaviour at lunchtime with lunchtime behaviour tokens (in the same way as in 'Celebrating Good Behaviour' section)
- Children receive weekly lunchtime certificates for positive lunchtime behaviour
- Each week children are rewarded with sitting at The Top Table and having lunch with an adult, of their choice, at a special table
- At lunch time a behaviour bench is used to give children who are not behaving appropriately some time to reflect on and improve their behaviour
- If children choose inappropriate behaviour at lunchtime then an adult will send them to the time-out room for five minutes
- It is important that lunchtime staff communicate behaviour (positive or negative), using their behaviour book, so that any appropriate further actions can be taken

