



## Lakeside Primary Academy – School Specific Behaviour Policy

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

Dated: September 2022

Review Date: September 2025

Review Period: Every 3 years (by Local Governing  
Body)

To be read in conjunction with Ebor Academy Trust – Statutory Behaviour Policy

Lakeside Primary Academy uses Restorative Practice approaches to improve behaviour in order support your child's education. Whilst providing children with an education in the core subjects it is important that we educate them both socially and emotionally. We will look to give the children valuable life skills, and tools to be able to overcome the challenges that they will face as they learn and grow over the years. As a school that uses Restorative Practice approaches, we will proactively support the children in managing any conflicts that arise, this could be conflict in their learning but it also may be conflict with their peers. We aim to provide children with clear boundaries and consequences to behaviours.

Our Virtues of Respect, Self-Belief and Resilience are the basis for how we conduct ourselves and these are supported by using restorative language. All staff will communicate in a restorative way and will ask your child to do the same. Restorative language is calm respectful and fair. It allows everyone to be listened to.

### **Restorative Practice**

We encourage all members of our community to express their feelings - positive or negative - so that we become more aware of the impact of our actions. We use 'affective statements' which might include:

- I felt really proud of you when you helped your friend.
- I feel really happy that you took turns in that game
- I feel disappointed that you dropped that rubbish on the floor.
- I feel angry and let down when you ignore me.

When faced with a problem or upset, we help to resolve it using restorative questions

- What happened?
- What were you thinking at the time it happened?
- What do you think now?
- Who has been affected by this and how?
- What needs to happen to put this right?

For some children these questions are not appropriate however all staff work to

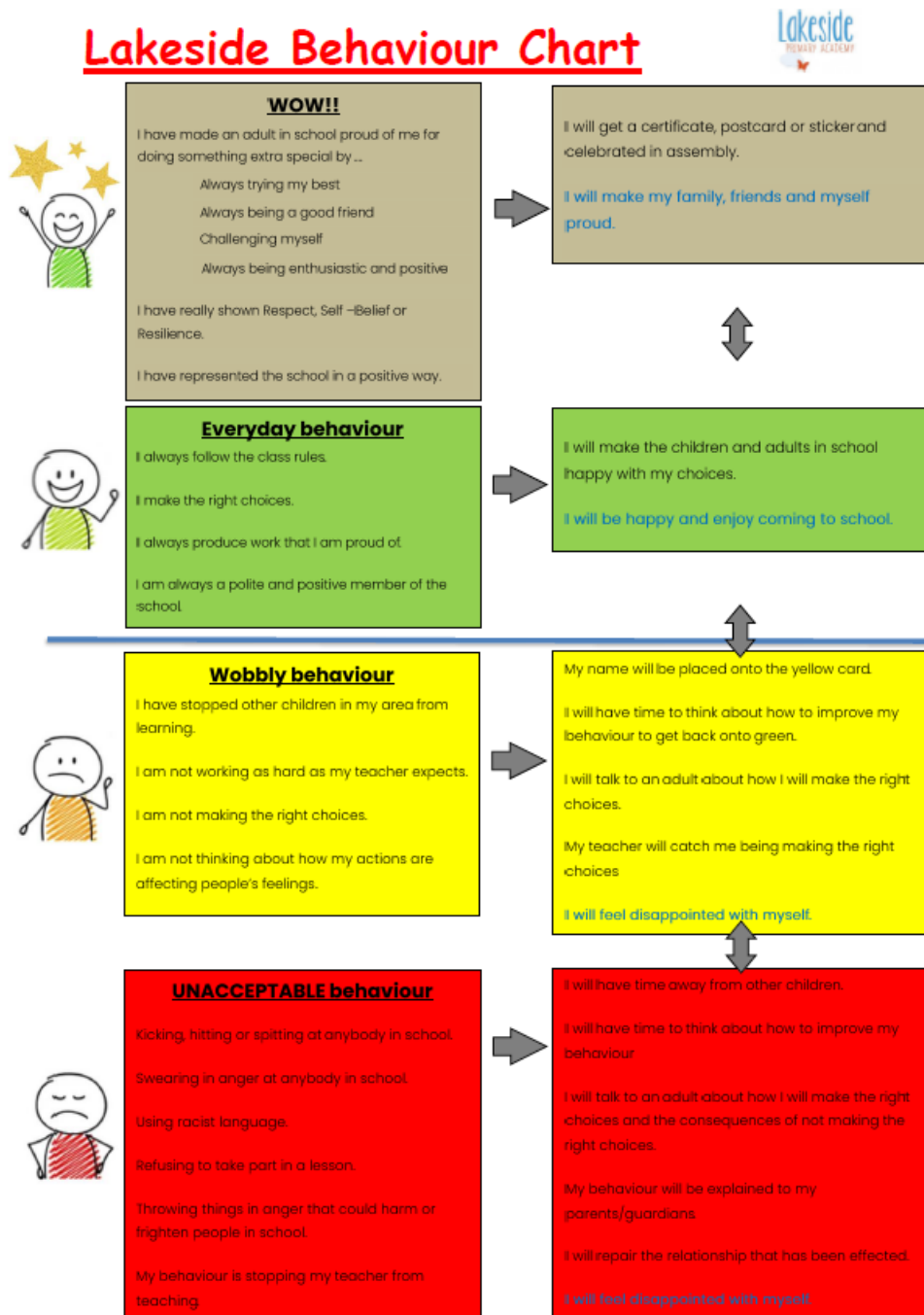
- Understand the child's behaviour and what this tells us about the child's needs.
- Build positive relationships between all children and children and staff.
- Restore calm when difficulties arise.
- Model positive behaviour

Alongside the behaviour chart, the restorative questions provide a guide for staff and pupils in restoring situations where there is conflict. It helps to move behaviour management on from the more traditional approaches of 'Why did you do that?', 'Who is to blame?' or 'What punishment do I give?' into a more resolution seeking 'What has happened?', 'Who has been affected?' and 'How can we begin to repair some of the harm caused?' Pupils are praised for their honesty and often work together in 'Solution Circles' to seek the restoration needed, building trust and respect in each other over time.

With 'Restorative' approaches, pupils take more responsibility for behaviour the further they move through school. The aim is that pupil behaviours will develop, not to gain a reward or avoid punishment, but because the pupils understand the need to build a social community, to show others respect and be kind to one another. It focuses on repairing harm rather than rule-breaking.

## Behaviour Expectations

To enable all members of Lakeside Primary Academy to follow the individual school behaviour charter, our Lakeside Behaviour Chart is displayed prominently around school and followed by all.



All adults in school follow a behaviour route which shows the stages of behaviour management and gives equal importance to both intrinsic and extrinsic motivators. Teachers and phase leaders may apply the stages flexibly depending on the age of the children.

Our behaviour chart is a feature within every classroom, and is referred to throughout the school day. It is the lynchpin to ensuring we have a calm and stable school environment, but it also allows children to take responsibility for their own choices and actions

To ensure that the school community grows and learns together, all are asked to adhere to the school rules of:

1. Do as you are asked first time.
2. Keep hands and feet to yourself.
3. Always use kind words.
4. Treat others and property with care and respect.
5. Move sensibly and quietly around school.
6. Try hard in all that you do.

### **Consequences of poor behaviour**

Children who do not make the right choices of following our school rules will face certain consequences. These vary in severity.

1. 'Reflection' time (varying number of minutes for children to calm down and reflect on getting back on track)
2. Name is moved from 'Everyday behaviour' (green) to 'Wobbly behaviour' (yellow) or 'Unacceptable behaviour' (red)
3. Loss of privileges including time from playtime or lunchtime
4. Head teacher informed.
5. Exclusion from the class for extended 'Reflection' time
6. Parent/Carer informed.
7. Exclusion from school

### **Key points:**

A core principle of the route map is that children always have the potential to move back to the 'Everyday Behaviour' (Green) or 'start a fresh' if they manage to display the correct behaviours for learning/playing. Staff are required to be vigilant in 'catching a child being good'.

Inclusion is vital and the school does not want children to be out of class or excluded from play opportunities unless it is the last resort.

Children are always provided with 'Thinking Time' to allow them to calm down if something has upset them. It also allows them to reflect on whether or not they should start a fresh and start making the right choices.

Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy.

Any staff available should attempt to de-escalate and facilitate a resolution between themselves and/or groups of pupils by adopting the Restorative Practice approach. This may mean providing a quick discussion with them or asking an additional adult to spend 3 minutes talking through a particular incident.

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher, the school's Personal Development, Behaviour and Welfare Team Leader and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.