

Lanesfield Primary School



Behaviour Policy

Review Date November 2023

Lanesfield aims:

Outstanding behaviour is expected and a growing respect for others encouraged so that lifelong friendships, based upon trust and understanding, can be developed. Every child has value, every child at Lanesfield will be valued.






In order to support and uphold our school vision our behaviour policy focuses on celebrating success and having three clear rules:

1. Be Safe
2. Be Ready
3. Be Respectful

We work to remember this daily through our school motto:

Do yourself a favour and learn all you can because
LANESFIELD LOVES LEARNING
How do we know this
We are safe. We are ready. We are respectful.

Additionally we aim to embrace British Values by using the skills from the Habits of the Mind to empower pupils with the ability to control their learning environment and take responsibility built on these values:

-  Democracy
-  The rule of law
-  Individual liberty
-  Mutual respect
-  Tolerance of those with different faiths and beliefs and for those without faith.

This policy outlines the procedures each member of staff will follow. Being Safe, being ready and being respectful is an expectation for everyone at Lanesfield so these apply both to adults and children. We do not shout to reprimand a child, belittle them or talk over them. We always look for the positive and apply any consequences fairly and consistently.

Positive Praise

Praise should have value and be based on learning and effort. Teachers may choose a display of the key achievements, for example to have:

- Star of day
- Gold cards
- Remarkable reader
- Rock star champion.
- Achievement Assembly Awards
- House point record

Teachers must monitor pupils and identify impact on learning behavior.

Gold Card

Two gold cards are awarded at the end of each week. These are chosen by the class teacher and the class and a text is sent home to inform parents of the award. The following week these children sit at the front in assembly and the class give feedback as to why they have been chosen.

Lunch Time

The school has the same expectations for the pupils during lunchtime. Lunchtime supervisors use a card reporting system to ensure the behaviour expectations of pupils are consistent at all times. If an LSA suspects a red card should be given then a white cause for concern card is issued. These are then reported to Miss CC, Miss Holder and Mrs Mai. Green cards are given to celebrate positive play and modelling the Lanesfield way. During achievement assembly, eight of these cards will be drawn out and a prize given. Also, these children will sit on top table at Lunchtime and will be accompanied by member of staff.

Actions and Record Keeping

Teachers record consequences on a desk record. The records will record the week's consequences - tally - see attached. The second is a record of star of day, gold cards and red cards. On the reverse will be the log to note the details of any red cards. At the end of the week, Class teachers will hand over the desk top record to Mrs Barnett so that all achievements can be recorded on pupil's individual Simms account.

At the end of each half term teacher to forward a record of housepoints so they can be added to child's Simms account.

At the end of each half term, an analysis of red cards will be checked by SLT (each phase leader completes for the phase) and they will investigate what stage the pupil. For all pupils who have received 6+ red cards, a letter and print out must be sent to the parent.

At the end of a term, all children will have a print out of their behaviour record. Analysis of red cards will be updated and if at this point any child has 12+ they will progress straight to stage 4.

Repeated or persistent misbehaviour.

Where there is repeated or persistent misbehaviour (a number of red cards in close succession), the teacher must ensure a clear choice and consequence is highlighted to the child and then implemented. If this does not have a positive impact then the following stages need to be followed:

1. Withdrawal of privileges e.g. playtime - highlight to behaviour worker
2. Informal contact with parents - end of day, call home introduction to behaviour worker, outline her role and to discuss the issues.

Six card trigger- Formal Letter Home

- 3 a. A formal letter is sent home to parents outlining the behaviour issues, impact on others and own learning and any safeguarding issues.
b. A weekly / daily behaviour chart is put in place. This must be clearly shared with parents and sent back weekly for the parents to engage with.

At this stage, the SENDCo needs to be made aware of action and rise in red cards. Pupil behaviour could indicate which type of behaviour chart is relevant. **REMEMBER THIS IS TO FOCUS ON THE POSITIVES NOT THE NEGATIVES.** At this stage if a child has a responsibility - prefect, school councillor etc these privileges need to be removed so the child can concentrate on behaviour. **RED CARDS MUST STILL BE RECORDED AND SUBMITTED TO MRS BARNETT AT THIS STAGE.**

Twelve card trigger- Parents Invited into School

4. Formal meeting between phase leader, Class teacher, learning support/behaviour worker and SENDCo
5. Formal meeting with above and Head Teacher. ABC Book introduced for specific child. **RED CARDS NOT RECORDED ON CLASS SHEET FROM THIS POINT.**
6. Fixed term exclusion.
7. Preparation to exclude file set up and implications to be made clear to the parents. Meeting arranged with the Local Authority.
8. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.

9. Permanent exclusion

Behaviour Log



Behaviour log s teachers to note warning using 5 bar gate. 5 warning = red card.
 The only time a child would progress straight to a red card would be if they swore or hurt another child *intentionally*. Ensure all consequences are awarded fairly.
 Gold card winner to be highlighted in yellow.

Class list	Monday	Tuesday	Wednesday	Thursday	Friday
Star of the Day					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Appendix 1 s Weekly record

Dear Parents/Carers

As you are aware, we are closely monitoring the achievements and behaviours of the children at Lanesfield.

The attached report for your child shows the behaviour and achievement awards your child has received for the kkkk. term.

Where your child has received Red cards, please ensure that you have been made aware of the reasons and that you are helping to support us with any actions we are taking to improve behaviours.

Please also join us in congratulating your child for any Star of the Day or Gold awards they have received.

Yours sincerely

Mrs Z H Rollinson
Head Teacher

6 Card Trigger

Dear

We regret to inform you that has received **6 red cards** so far this term.

Choose from the three options below:

1. Our concern is that the majority of these cards are for aggressive behaviour;
2. Our concern is the majority of these cards were for build-up of disruptive behaviour.
3. Our concern is that the red cards are for both aggressive and disruptive behaviour in and out of the classroom.

This has had an impact on learning and the learning of the rest of the class.

Our behaviour policy outlines:

Outstanding behaviour is expected and a growing respect for others encouraged so that lifelong friendships, based upon trust and understanding, can be developed. Every child has value, every child at Lanesfield will be valued.

In order to support and uphold our school vision our behaviour policy focuses on celebrating success and having three clear rules:

1. Be Safe
2. Be Ready
3. Be Respectful

It is clear that currently is not following 'the Lanesfield Way' and therefore we will be putting a daily behaviour chart into place. This will be sent home each day so that you can monitor behaviour in lessons and help to praise them when they follow the school rules.

We appreciate your support in this matter and hope to see an improvement in the following term.

Your child has reached Stage 3 of policy.

Where there is repeated or persistent misbehaviour (red cards) the following will apply:

1. Withdrawal of privileges e.g. playtime - highlight to behaviour worker
2. Informal contact with parents - end of day, call home introduction to behaviour worker, outline her role and to discuss the issues.

Six card trigger- Formal Letter Home

- 3a. A formal letter is sent home to parents outlining the behaviour issues, impact on others and own learning and any safeguarding issues.
- b. A weekly / daily behaviour chart is put in place.

Twelve card trigger- Parents Invited into School

4. Formal meeting between phase leader, Class teacher, learning support/behaviour worker and SENDCo
5. Formal meeting with above and Head Teacher. ABC Behaviour Book introduced.
6. Fixed term exclusion.
7. Prevention to exclude file set up and implications to be made clear to parents. Meeting arranged with the Local Authority.
8. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.
9. Permanent exclusion

Do not hesitate to contact us if you require any further information.

Yours Sincerely

Mrs Z H Rollinson
Head Teacher

Follow s up 12 card letter

Dear

Thank you for coming to the meeting regarding behaviour concerns. As discussed has received more than twelve red cards during the Autumn term.

We hope that with your support can have a more positive Spring term.

Should behaviour continue to be of a concern, the following steps will be followed:

1. Formal meeting with above and Head Teacher. ABC Behaviour Book introduced.
2. Fixed term exclusion.
3. Prevention to exclude file set up and implications to be made clear to parents. Meeting arranged with the Local Authority.
4. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.
5. Permanent exclusion

Do not hesitate to contact us if you require any further information.

Yours Sincerely

Mrs Z H Rollinson
Head Teacher