



# Behaviour Policy

September 2007

# Lakenham Primary School

## Behaviour Policy

At Lakenham Primary School we believe that all members of our school community share the same rights:

- **The right to be safe physically and emotionally**
- **The right to be treated with respect**
- **The right to learn without unfair distraction<sup>1</sup>**

and that with these rights come responsibilities.

### **Aims:**

The aims of this policy are:

- To ensure that these rights are respected and followed by every member of our school community.
- To ensure that together, staff, children, parents, governors, and visitors to our school contribute to the creation of a happy, safe, ordered, and positive learning community.

To achieve these aims all members of our community have agreed to follow ***“The Golden Rules”***. These rules are positive and designed to catch children and members of our community in NOT out! They are:

- **Do be gentle**
- **Do be kind and helpful**
- **Do work hard**
- **Do look after property**
- **Do listen to people**
- **Do be honest**

These “Golden Rules” are on display in every classroom and in and around communal areas in the school.

### **Rewards and Incentives:**

At Lakenham Primary School we promote adherence to our school rules and expectations by rewarding and recognising positive behaviour and attitudes to learning in the following ways:

- Verbal Praise
- Golden Time
- Written comment on pupils work
- Visit to another member of staff
- Stickers
- Records of Achievement

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<sup>1</sup> See Appendix 1

- Postcards home
- Certificates
- The inclusion of a child's name in phase Golden Book
- Raffle tickets and prizes
- Lunchtime awards
- Acknowledgement in school newsletter and name on star of the week board

At Lakenham Primary School we believe that praise and reward should outweigh sanctions or censure by 4:1. But we also understand that praise should be handled in a way that the child feels comfortable with.<sup>2</sup>

### **Managing inappropriate and unwanted behaviours:**

At Lakenham Primary School we acknowledge that, despite our positive approach to managing and encouraging appropriate and wanted behaviours, some pupils may find it difficult to live up to these expectations and additional strategies and steps may be necessary. These may include:

- Verbal and non verbal checks
- A warning and subsequent removal of some Golden Time (this can only be taken away in a maximum of 5 minute slots)
- Time out
- Extra work and/or opportunity to repeat sessions where work is below the standard expected for the individual child
- Loss of playtime/lunchtime
- Completion of personal reflection sheet<sup>3</sup>
- Referral to Phase Leader, Assistant Head, Headteacher
- Phone call/letter home
- Internal exclusion from class
- Referral for inter/agency support advice and guidance

With all incidents of inappropriate behaviour it is our policy to look at the reasons behind why a child has behaved unacceptably and to try to develop an understanding of the triggers and incentives underlying children's behaviours.

Where necessary, individual behaviour management plans will be developed in consultation with pupil, teacher, parents/carers SENco and or Headteacher to support individual children.

The individual class record book is used to log unwanted behaviours and rewards and actions taken.

Parents will always be involved at an early stage where there are concerns around a child's behaviour.

### **Exclusion**

Exclusion is only used as a last resort, when all other strategies have failed or in response to behaviours which put the Health and Safety of other pupils and adults at risk.<sup>4</sup>

### **Use of Inappropriate Language in School**

At Lakenham Primary School we do not accept swearing or the use of offensive language. Where this occurs our policy is that the child should inform their parent/carer immediately of the language and offence caused by phoning home.

All racist and violent incidents result in a report being made to the County Council.

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<sup>2</sup> See Appendix 2

<sup>3</sup> See Appendix 3

<sup>4</sup> See Appendix 4



