### **coloured logo Behaviour policy**

**RATIONALE**

At Lindale C E Primary School we want to promote the education of all   
pupils and provide a learning environment which supports individual academic and  
developmental needs. We aim to provide a positive environment where everyone  
feels loved, safe and valued and where children are encouraged to give of their best  
and are stimulated to reach their full potential.

As a church school all pupils are valued and cared for as individual and unique,  
leading to an ethos which celebrates diversity of cultural experience, interest and  
achievement. Our core Christian values which were chosen by pupils, parents, staff and governors, underpin the work of the school. They are:

**Kindness Peace Honesty Trust and Perseverance.**

Irrespective of gender, ability, ethnicity and social circumstance, all pupils have  
access to the curriculum and our school community. The school encourages everyone  
to contribute towards school life and to exercise responsibilities. A positive  
attitude is encouraged at every level.

**AIMS**  
• To promote positive behaviour, independence and self -discipline throughout  
the school  
• To provide clear boundaries for acceptable behaviour to ensure the physical  
and emotional safety of all  
• To encourage respect for all people, and prevent all forms of bullying  
• To create a happy, safe, secure, and purposeful environment so that all  
children can learn, and develop their talents  
• To promote emotional resilience, social competence and quality thinking in all  
activities in school  
• To offer a wide range of learning experiences, recognizing the variety of  
learning styles and to balance the need of the individual with the whole group  
• To encourage co-operation throughout all school activities  
• To allow teachers to teach and children to learn

**SPIRITUAL, MORAL AND SOCIAL DEVELOPMENT**  
The school creates a caring, co-operative ethos through personal and social  
education, and cross curricular themes. Social skills are taught in a conscious and  
systematic way, drawing on incidents in daily life. We actively re-enforce positive  
behaviour whenever we identify an opportunity.  
There is an expectation that all adults in our school act as role models to pupils and  
each other at all times reflecting the Christian values of love and forgiveness.  
The teaching of socially acceptable behaviour and moral development is very much a  
partnership between home and school. Parents are encouraged to involve  
themselves and play a part in the moral and behavioural teaching of their children.  
All staff, parents and pupils are required to subscribe to our Home/School  
Agreement and Code of Conduct. As a small school with a distinct family feel, our older children take a lead in modelling caring behaviour and helping the younger children. Our mixed age activities, Sports leaders and Collective worship partners all contribute to this as well as the more informal looking out for each other.

**CODE OF CONDUCT**  
An awareness of the need for self-discipline and self-esteem benefits the   
school as a whole. The level of self-discipline expected of any individual varies  
depending on the age and development of the children.  
High standards of behaviour, dress and language are requirements of all adults  
working or helping out in our school. We cannot expect high standards of pupils if  
we do not display high standard and expectations of ourselves.

At every level, the benefits of good behaviour are encouraged and praised. Pupils  
are rewarded for exhibiting good behaviour.

Simultaneously anti-social behaviour is actively discouraged. Sanctions are imposed  
by the teacher, involving the pupil’s parents if this becomes necessary, either  
because of the frequency or severity of the behaviour. The ultimate sanction  
available is the exclusion of the pupil concerned.

Our Christian ethos reflects the values which matter within the school and  
fundamental to this are the relationship we have one to another within the school  
community. These are constantly referred to not just through our Collective Worship gatherings but also through PSHE, cross-curricular work and when dealing with issues in class or school. Classes develop their own class charters at the beginning of each school year and these are constantly referred to along with our values when dealing with any incidents or issues in the class. We have 5 core values of Trust, Kindness, Peace, Honesty and perseverance. The children are also taught about fundamental British values. Similarly these are the starting point for discussing any more serious behaviour incidents if a pupil is referred to the Head teacher.

**Supporting Pupils’ Positive Behaviour**  
*• Above all else, we, as adults are all responsible for modelling  
respectful, considerate and caring behaviour at all times. This is the  
primary way in which we support pupils’ positive behaviour.*• Delivery of S.E.A.L. scheme of work coupled with collective worship and  
R.E. lessons to re-enforce positive self-image and behaviour  
• We operate a “traffic lights” system to manage incidents of low level  
disruption and misbehaviour. This system can be tailored to suit the  
needs of individual children and can be adapted to also suit SEN pupils so  
that there is a consistency of approach. All classes have the traffic light  
expectations on display.  
• Constant praise for positive behaviour  
• House points  
• Consistently high expectations from all staff  
• School Council, Pupil Parliament and giving pupils a sense of community, independence and shared responsibility  
• Where necessary, involving other agencies to support the family in  
positive parenting/ behaviour management  
• Positive and early intervention through a range of groups such as Time to  
Talk, Social Skills and Socially Speaking  
• We are a ‘Kid-safe’ registered school. Mrs Warren delivers programmes on keeping safe, including bullying and cyber-bulling. Each year we use National ‘Anti-bullying week’ to reinforce key messages that prevent bullying.

**Treat other people as you would like to be treated**  
(Luke Chapter 6 verse 31)

**REWARDS**1. Teachers look to praise pupils for good behaviour and good work as the most  
effective way of achieving good behaviour and promoting hard work  
2. Pupils may be asked to show work to another member of staff for extra praise  
3. House points are awarded for particular effort or achievement and the team point are added up and announced each week in Praise assembly.  
4. ‘Star of the week’ is awarded in the Friday achievement assembly and children are also encouraged to bring in certificates and medals earned out of school.  
6. Those pupils who manage to stay on green traffic light all week are rewarded  
with an additional “Golden Playtime” on Friday morning.

**BEHAVIOUR CONSEQUENCES AND STEPS**  
1. Teacher warns pupil about inappropriate behaviour.  
2. Pupil is warned that if behaviour continues they will be moved to amber traffic  
light.  
3. Pupil moved to amber traffic light.  
4. Continued misbehaviour – Pupil is warned that if behaviour continues they will  
move to red traffic light  
5. Continued misbehaviour – Pupil moved to red traffic light and Yellow warning slip  
issued.  
6. Continued misbehaviour – 2nd Yellow slip issued. (Pupil misses privileges.)  
7. Continued misbehaviour – 3rd Yellow Slip issued during half a term and parents  
are contacted  
8. Continued misbehaviour – isolation from class for up to 3 days

9. Continued misbehaviour – Exclusion from school for fixed period.  
If a case of bullying or other serious misbehaviour, the Headteacher may immediately isolate or exclude a pupil.

**SPECIAL EDUCATIONAL NEEDS**

Some children have special educational needs that impact on their behaviour. In addition to all the strategies listed above, these children may need additional support in the form of an individual behaviour management plan, support in class and sometimes involvement of external agencies. We have available the support of an educational psychologist, counsellor and specialist teachers for Autism and motional and Behaviour difficulties.

We have staff who are “Team Teach” trained and we use the Team Teach  
philosophy and approach when dealing with challenging behaviour and when  
de-escalating potentially challenging situations.

**MONITORING:**  
All staff are responsible for monitoring behaviour within and beyond their classroom. The  
head and governors through the Pastoral and Community committee will formally monitor behaviour issues termly.

**ISOLATION**  
Where a child persistently misbehaves or bullies other pupils they may be removed from  
the rest of the school community for a fixed period. During a period of isolation the pupil  
will work alone under supervision within school. They will eat lunch and take breaks at  
different times to the other children but will still receive their statutory entitlements.

This policy was reviewed October 2017

Review Date October 2018.

Signed (chair of Governors)…………………………………… Date…………………