



Let your light shine

Lindale CE Primary School **Behaviour Policy Summary**

Created: September 2023 Please also see our Behaviour Policy on our website

Our Ethos

At Lindale CE 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 their best and are stimulated to reach their full potential and flourish.

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: **Trust, Kindness, Peace and Perseverance.**

Our 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, recognising 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 promote the importance of forgiveness and reconciliation and provide opportunities for and support with this

Celebrating Success and Praising Good Behaviour

- Verbal praise in class
- Communicating praise to parents
- Written praise in marked work
- Use of an individual praise book
- Sharing and celebrating success during lesson time
- Sharing and celebrating success in assemblies e.g. Star of the Week
- The 'Shine Tree' is used in Friday's worship for those children who have let their light shine over the week
- VIP assemblies and associated activities
- Specific praise and house points
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Privileges in school
- Headteacher Award
- Longer break on a Friday for those who have remained on green all week
- Showing work to another member of staff for extra praise
- Children are encouraged to bring in certificates and medals earned out of school

De-escalation

The majority of staff are Team Teach trained. All staff are familiar with de-escalation techniques and these should be used consistently and at an early stage to prevent misbehaviour escalating. For example:

- Calm, low voice
- Getting down to the child's level
- Smiling eyes and neutral/smiling expression
- Non-threatening body language
- Positive distraction e.g. help with a job
- Providing a calm, quiet space
- Providing two choices
- Validating emotions e.g. I can see you are upset...
- Listening
- Decider skills strategies

"When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos."

-L.R. Knost



Let your light shine

A student's behavior usually
says more about what they're
going through than what they're
trying to put you through.

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Behaviour Consequences and Steps

We use a traffic light system for misbehaviour (see next page).

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. Behaviour should be recorded in the behaviour record. *Some misbehaviour will go straight to the red traffic light e.g. hitting and swearing.
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 – Suspension from school for fixed period.

In a case of bullying or other serious misbehaviour, the Headteacher may immediately isolate or suspend a pupil.

Special Education Needs

Some children have special educational needs that impact on their behaviour. In addition to all the strategies listed, these children may need additional support in the form of an individual behaviour management plan, support in class and sometimes involvement of external agencies.

Restorative Justice / Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

What happened?

Who else has been affected by this?

How can we make it right/fix it? / What can be done to prevent this happening again?

If appropriate, the child may then apologise. Apologies can take different forms e.g. verbal, written, drawing or their behaviour showing that they are sorry.

Other Examples of Sanctions

- Verbal reprimand and reminder of the expectations of behaviour
- Moved seat or place – to sit by an adult / or to work on your own
- Loss of privileges e.g. Missed playtime
- The setting of tasks such as an account of their behaviour
- School based community service, such as tidying a classroom
- Time out in another class / completing work in another class
- Time out with senior staff - This will usually be for the remainder of the morning, lunchtime, or afternoon session.



Let your light shine

Green Traffic Light	Amber Traffic Light	Red Traffic Light
1. You wait for your turn to speak.	1. Shouting out in class.	1. Repeated interruptions during class activities.
2. You allow others to work in your class.	2. Distracting others.	2. Disrupting others.
3. You follow the class contract.	3. Not complying with class contract (rules).	3. Refusal to follow class rules.
4. You treat peers with value and respect	4. Name calling.	4. Bullying, physical or verbal abuse and fighting.
5. You focus on learning.	5. Avoiding work and wasting time.	5. Refusal to work.
6. You have a willingness to improve your work with help of others.	6. Unwillingness to engage in learning, despite staff encouragement.	6. Refusal to correct work, defacing or ripping up work.
7. You respect all property, put things away, returning property as you found it.	7. Initially disrespecting school property doodling in books, eating pencils, not tidying up	7. Disrespecting school property. Damaging to school property purposefully
8. You speak positively and show good manners at all times.	8. Disrespectful behaviour, e.g. <ul style="list-style-type: none"> Cheeky responses Answering back 	8. Disrespectful behaviour- <ul style="list-style-type: none"> Answering back Rolling eyes, turning back Shrugging shoulders Walking away
9. You are in the right place at the right time	9. Being late into class in between sessions	9. Not being in class when should be
10. You use positive and appropriate language.	10. Muttering under breath.	10. Back chatting a teacher or swearing
11. Willingness to discuss situations with others.	11. Initial unwilling to talk to adult about situation.	11. Refusal to discuss a situation calmly
Outcomes		
<ul style="list-style-type: none"> GREEN- Verbal praise from class teacher. Celebrated by senior staff as appropriate 10 minutes reward break on a Friday for all week on green Children move back to green every day. 	<ul style="list-style-type: none"> AMBER- Warning. A child will receive one warning, and their name will be placed on amber. If they receive a second warning, their name will be placed on red and the child will be asked to discuss this with the Headteacher / member of staff in charge. 	<ul style="list-style-type: none"> RED- Send to Headteacher / member of staff in charge. This should be on the day if possible. If no one available, send when available or fill out slip and book and leave on HT desk. Further reprimand e.g. miss playtime/privileges 3rd time in half-term follow behaviour policy: parent meeting / isolation as decided by HT

Behaviour is a form of communication.