



Dartmoor
MULTI ACADEMY TRUST



Lydford Primary Behaviour Policy

This policy is a statement of principles, aims and strategies for promoting positive behaviour at Lydford Primary School. We believe that a shared commitment from staff, parents, governors and the wider community is important in promoting good behaviour and developing positive attitudes and responsibilities. We ensure that all stakeholders are made fully aware of our positive behaviour management system 'Good to be Green' and behavioural flow charts through newsletters, assemblies, discussions, half-termly Ethos Committee meetings and on our school website.

Principles

'Nurture, Inspire, Achieve'

A small school learning together in the local community

At Lydford, we share and display our school vision and values. These are discussed regularly with all the children as part of our shared ethos and understanding. In addition to our school vision we have our 'Lydford golden rules' which are:

Be kind and gentle
Make people smile
Listen to each other
Look after our resources
Work hard to achieve

Links are also made to our wider Trust Co-operative Values and the fundamental British Values. The children receive positive praise for demonstrating positive behaviours that adhere to our school vision and Trust co-operative ethos.

Aims

Lydford fosters restorative behaviour management with a view to developing young people to be able to become responsible citizens as they move on from primary school and into the wider world. Staff demonstrate a consistent approach to setting high expectations for behaviour developing respect, responsibility and positive relationships.

At Lydford Primary School, we believe that children and staff have the right to learn and work in a well organised, calm and safe environment. Staffs work closely with governors and parents to maintain a culture of respect; promoting and encouraging all children to demonstrate our school's core values. Staff set clear boundaries and expectations, excepting zero tolerance of bullying, and work closely with parents to provide support to ensure positive pastoral care.

Strategies

As a school we encourage every individual child to see themselves as an important part of our school team, considering their own rights and the rights of others. By doing so, we aim to create a culture that promotes and encourages responsibility. Through well planned lessons that are challenging for all abilities and through recognition and valuing effort and achievement, children are motivated to demonstrate a wide variety of 'green' behavioural choices and take responsibility for their own behaviour.

We aim to create a supportive environment that promotes a positive attitude to mental health. Our Ethos and School Council groups work closely with staff to actively provide opportunities for children to have a voice, and act upon the results they receive. They aim to ensure that all children feel safe and can talk openly in an environment where they feel they will be listened to. Staff use a restorative approach to support children to manage their behaviour.

Promoting Positive Behaviour

Our 'Good to be Green' behaviour system promotes positive, 'green' behaviour for all pupils. Each class has a display for managing sanctions – the 'Good to be Green' card system. Every child starts the day with a green card. If a child is seen to be breaking the school rules or not adhering to our values they will get a chance to turn their behaviour around, given a 'Stop and Think' card. If the behaviour persists the child is given a 'Warning' card and the consequence is loss of half an hour playtime (during lunch hour), as well as a positive, restorative conversation with either the class teacher or the Head of School.

In addition, the children accumulate 100 beads in each class towards a class treat of their choice. During our weekly celebration assembly, a range of awards are given to mark effort in reading, achievement in learning and kindness as well as sporting achievements. Awards are also centred around our school vision and pupils who are able to demonstrate these values through learning and attitudes.

Occasionally, a pupil may not use the opportunity to turn their behaviour around following a 'stop and think' card. In this case, the lead adult uses their discretion and the nature of the incident to merit issuing a 'warning card.' This may result in missing half an hour of playtime. Should a more serious behaviour choice such as hurting another child or disrespecting an adult occur, a 'consequence card' may be issued. In this case, the pupil will fill out a reflection sheet - which school rule did I break? How can I prevent this from happening again? This restorative enquiry approach enables positive reflection and discussion around making the right choice in the future. A record of reflection sheets is kept to build up a picture of behaviour. Incidents are recorded by all staff on CPOMs and more serious incidents are separately recorded in a log by the Head of School e.g racial, bullying. Parents are always consulted in the instance of a red 'Consequence' card. In more extreme cases, alternative provision may need to be put into place. In all cases, the school takes a restorative approach to behaviour and involves parents and

carers in developing a Behaviour Care Plan where necessary so that the pupil has the best chance of adhering to the vision and values promoted by the school.

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