



Behaviour and Pupil Discipline

The welfare of all pupils is our primary concern. Rules are kept to a minimum and are based on self-discipline and respect for other people, for school buildings, equipment and resources. Behaviour that endangers self or others is not acceptable and we look to the support of all parents in maintaining high standards and a caring, learning community. At Lynch Hill, children learn to relate to others and take responsibility for their actions. Good relationships are seen as fundamental in forming positive pupil attitudes and the whole school community is encouraged to share in this process. As a Rights Respecting School, in each class, staff and pupils work together to agree a class charter, which highlights everyone's rights and responsibilities in accordance with the UN Charter of the Rights of the Child. We try to involve parents at the earliest stage with any concerns over behaviour or learning. The staff exercise the same kind of control over the pupils as that of a careful and reasonable parent. It is considered very important that teaching and learning takes place in a calm environment. Teachers have reward systems and continually emphasise and encourage responsible behaviour and positive attitudes to others and to work. Praise awards are given weekly to recognise individual achievements.

Expectations of Behaviour

It is essential that the children make the most of every opportunity to learn whilst in school. We have therefore set an absolute expectation that all children will behave in class, staying in their seat, listening to the teacher, working quietly, completing the work set and allowing other children to work uninterrupted. A positive attitude in school is essential if all children in the class are to be allowed to learn and we know that parents as well as teachers are keen for this to happen.

Managing Behaviour at Lynch Hill

Principles: Our intention is to encourage good manners and self-discipline in a secure environment. All staff set a positive role model to the pupils. Our school expects everyone to be courteous, trustworthy and responsible and the atmosphere to be calm, happy and work-orientated.

All staff:

- praise acceptable behaviour actions and efforts regularly and consciously.
 - notice and reward improved behaviour.
 - use and emphasise positive reinforcements.
 - actively teach children how to behave acceptably, setting targets for those who need them.
 - promote rights, responsibilities and respect.
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- Praise is used much more frequently than reprimand.
 - Children are encouraged to discuss and take responsibility for their actions. In an incident all parties involved share in this process; e.g. in the case of a fight, everyone involved must share the blame and sanctions vary according to the level of involvement. This includes those on the side-lines who encourage the proceedings. In all instances, owning-up or telling the truth is praised and rewarded where appropriate.
 - Whilst maintaining a positive approach to managing behaviour we operate a "zero tolerance" of disruptive behaviour in class especially, where it prevents teaching and learning taking place. Children who hinder the progress of lessons are removed to work with the Principal or Deputy Headteacher.

- Class charters are negotiated with each class in September detailing class expectations. A warning is given when any of these responsibilities are persistently broken.

Encouraging Good Behaviour

Children enjoy praise and encouragement at all times, but all enjoy expressions of success. At Lynch Hill, we give positive reinforcement of good behaviour high priority through:

- **Verbal praise:** we aim to 'catch them being good' and reward what we see, particularly those who find it difficult to behave acceptably
- **Liberal use of bonus points and stickers** for immediate reinforcement of expectations
- **Credits:** a special reward system for Year 6 children to encourage and reward a positive attitude in meeting challenging expectations. Year 6 children receive credit stamps, which can be collected and traded for goods in the credit cupboard. Year 6 children receive credits for good work and behaviour. These are traded for gifts from the "Credit" cupboard.
- **A 'Good Day Ticket'** is awarded for a good day - that is no concerns have been raised over work, homework, behaviour in class and in the playground, or attitude towards all staff and prefects during the day. These are stamped in their homework diary (so no diary, no ticket).

Awards are given for the number collected.

- **Weekly awards** are presented in assembly each week:
 - Praise awards to reinforce good attitude and particular effort during the week
 - Principal's Award per class for achievement throughout the week
 - KS2 Class Award for attendance
- **Class Book of Achievement:** record of individual successes in and out of school
- **Gold Book of Achievement:** on display in the entrance hall containing the roll of honour for awards and any good news we wish to share publicly
- **Good Day Ticket Awards:** 20 for bronze, 40 for silver, 60 for gold per term. Badges, and certificates are awarded in assembly. Names are displayed on the roll of honour and in a newsletter to parents at the end of term.
- **Personal Development Awards** (levels 1,2 and 3): These awards are for year 5 and 6 and cover aspects such as behaviour, attendance, leadership and learning. Children are set personal targets within each aspect by their teacher.
- **Special awards** are also given at the end of term to recognise full attendance, special achievements; e.g. in spelling tests, and significant achievement during the term.
- **Peer Mentors / Prefects:** Year 6 children who demonstrate a responsible attitude are entrusted with certain whole school responsibilities.
- **Prize Day:** an annual end-of-year event when those who have earned a Gold Award each term in the year receive further recognition alongside other awards for full attendance, personal development and academic success. Prize-winners' photographs are displayed in the area outside each hall.
- **KIDZONE:** This is a session of free activities given as a reward to those children who have behaved well, each week, on Friday.

Dealing with unacceptable behaviour

The order of consequences for unacceptable behaviour are:

- A quiet verbal warning or moving the child within the room.
- A verbal warning that if the misbehaviour continues the child will lose KidZone time or be removed from class. We operate a policy of 'zero tolerance' of disruptive behaviour in lessons. This must be reinforced with prompt action.
- Loss of KidZone time can be bought back, if appropriate

- Removal of the child to work out of class with the Principal or Deputy. The child may receive a formal warning to be recorded by the class teacher and the child will be required to stay to detention that evening.
- Loss of KidZone time is given for misbehaviour in class including persistent talking, wandering around class, etc. This loss of time may be earned back with good behaviour the next day.
- Formal warnings are given for misbehaviour only and are recorded by the teacher in class. These are given for: disruption of lessons, swearing, fighting inside school, rudeness, arguing with staff and refusal to co-operate.
- The child has three chances: three warnings mean that the matter is then referred to a Senior member of staff who will then speak with the child and investigate the situation with all the parties involved. At every stage, we encourage the child to take responsibility for their actions and recognise that they have choices in how they respond to situations. In all instances owning-up or telling the truth is praised and rewarded where appropriate. If necessary, a 'yellow letter' is then sent to the parents to inform them of the situation. These are numbered and may count towards an exclusion.
- We view each week as a fresh start for everyone. We like to put the events of the previous week aside and allow everyone a chance to prove that they have taken responsibility for their actions and can rise to expectations.

Bullying is unacceptable and will not be tolerated at Lynch Hill. The school has a specific policy for dealing with bullying incidents. Members of staff respond to signs of bullying and act promptly and firmly against it. We recognise that bullying can make a child's life unhappy and can hinder general progress. Children who bully others will be dealt with through the Behaviour Policy and serious incidents are cause for immediate exclusion.

Sanctions:

- **Break-time detention** (in the school hall): is used for children who either do not complete the work set in the lesson or fail to return homework or misbehave in assembly.
- **After school detention:** is used for persistent work related issues particularly non-completion of homework. Children will be expected to stay for one-hour after school and at least 24 hours' notice will be given to parents. Parents' permission is not required as the school has the right to detain pupils for this purpose.
- **Unacceptable behaviour in the playground.** Lunchtime incidents are dealt with using the Lunchtime warning system, which may lead to exclusion for the lunchtime period. Break-time incidents lead to detention at playtime.
- **Children removed from class for disruption of lessons** will work elsewhere in the school - with a senior member of staff or in another part of the school. The child will be expected to stay to detention that evening and parents will be informed.
- **Continued misbehaviour resulting in a series of yellow letters to parents.** The Principal will invite the parents into school to discuss their child's behaviour and ways it can be addressed. Other professionals may be involved in this discussion to offer support and advice. The child may be excluded from their class for a day to work in isolation and privileges withdrawn.
- Parents may be requested to visit the school on a regular basis to review their child's behaviour.
- Dealing with challenging and disruptive behaviour is a shared responsibility between home and school and a strong, supportive partnership is the best means of tackling the problem.
- In some circumstances, it may be necessary to exclude a child temporarily from school. This may result from persistent misbehaviour, which has prompted a number of 'yellow letters' sent to parents (usually four within two calendar months) or from a significant one-off incident. This will be followed by a full case conference to discuss the issues relating to the misbehaviour and to plan a positive way forward.
- The ultimate sanction is permanent exclusion from the school.

All these actions are taken in the best interests of everyone at Lynch Hill. It is our intention that all children should be able to enjoy their time at school and receive the best possible education. This is only possible if everyone - staff, pupils and parents - is co-operative, calm and respectful of others.