

Lady Bay Primary School 2026-2027 Behaviour Policy



Reviewed by: Tracey Keane

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Date of next review: September 2027

The Lady Bay Way

The Lady Bay Way is that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring and collaborative community that share core values. The school's behaviour policy therefore is designed to support everyone in living and working together in a supportive way. It aims to promote an environment where children feel safe, are healthy, enjoy school and achieve their personal best.

In order to achieve the above, we will;

1. Create an environment that promotes good behaviour rather than reacts to incidents of inappropriate behaviour.
2. Use positive strategies for managing behaviour that help pupils understand our expectations of them.
3. Use a clear structure of rewards and sanctions, applied fairly and consistently by all staff.
4. Use Relationship and Health Education (RHE) lessons and the wider curriculum to teach children how to behave well and help them to deal with their emotions.
5. Promote our School Values and British Values through assemblies and our curriculum. We will model these in our interactions with pupils and each other and we expect all of our pupils to do the same.
6. Offer additional support to pupils who have behaviour, social and emotional needs through our nurture programme.

Our School Values and School Motto

Our school motto is '*Growing together, caring for ourselves, each other and the environment.*'

The values are displayed around school and used to remind children of what is expected of them, and what is acceptable and unacceptable in the classroom. These values are encompassed in our school rules which are:



A set of rules for playtime and lunchtimes have been drawn up through discussions with the School Council and set out our expectations for playtimes and lunchtimes. These are displayed in each classroom and on the playgrounds.

Expectations

All staff have high expectations and positive behaviour is promoted through asking children to; be kind; be safe; be ready. Expectations are consistent so children understand what we expect of them at all times in the classroom and around school.

During playtimes and lunchtimes, we expect pupils to;

- Follow The Playground Code -Appendix 1
- Follow Rules for Football – Appendix 2
- Follow Apparatus Safety Rules -Appendix 3
- Follow instructions given by midday supervisors and adults on duty.
- Exhibit the school values and rules at all times

Rewards and Sanctions

We provide a range of opportunities for children to excel and to be rewarded. Teachers actively reward positive behaviour. We also have a practical set of sanctions described in the behaviour procedure to deal appropriately with inappropriate behaviour. Both sanctions and rewards are applied fairly and consistently by all staff.

Praise

Praise is used to motivate and encourage pupils. Praise can be given in public and private, for behaviour as well as achievements. Praise for good behaviour should be used to show other children what is expected of them.

Rewards and Dragon Houses

All the children in the school have been allocated a Dragon's House. The names of the teams have been taken from various roads in the Lady Bay area.

These are: **Seymour Trent Adbolton Rutland Pierrepont**

Children across school are able to work towards receiving Dragon's Gold tokens that can be deposited in their team's Dragon's Gold tube in the foyer. Children also record when they have received a Dragon's Gold token on a chart. Any adult working in school can reward a child with a piece of Dragon's Gold for good behaviour, manners, effort or any other reason where the child has displayed positive behaviour.



At the end of each week, the total for each Dragon's House is counted and the winning team is announced in the 'achievement' assembly. At the end of the half term, the team with the most pieces of Dragon's Gold will earn a treat; this will be decided by the staff at the time. Each term there is a 'house' afternoon where children do an enrichment activity.



Each Friday, we hold achievement assemblies for the infants and juniors. Two children from each class are nominated to receive a 'Dragon' certificate. Certificates are awarded to children who have demonstrated the school values, have shown effort with an area of learning or who have had a personal achievement. Children can also be given 'Well done' postcards to take home by their teacher, to recognise a small personal achievement they may have had in class.



In addition to the rewards above, we have an 'Above and Beyond' award. This is given to children who have done something exceptional. For the 'Above and Beyond' award, children are given a certificate in assembly, their achievement is celebrated on the 'Above and Beyond' display and a postcard is posted home to parents. Children who receive the 'Above and Beyond' award will also be invited to have a hot chocolate with the headteacher.



Sanctions

We use the formal behaviour procedure to deal appropriately with inappropriate behaviour. Children are all aware of the sanctions and children understand that there are consequences to their behaviour.

Behaviour Procedure

Warning 1*.

The child is given a warning and a note is made of it.

* In EYFS/Year 1 the child may have an additional reminder and/or be given 5 minutes time out if their behaviour doesn't change.

Warning 2.

The child stays with their class teacher to reflect on their behaviour or to catch-up on lost learning time for 5 minutes during break time.

Warning 3.

The child has to reflect on their behaviour with a member of the SLT. This will usually happen during morning breaktime. A 'reflection' slip is completed by the member of staff. The child takes the top half of the slip with them to the classroom where the 'reflection time' is taking place and then takes the bottom half of the slip home for their parents to read and sign.

Reflection times are recorded on CPOMs so that sanctions can be monitored by the behaviour leads in school. If a child has had a reflection time over playtime and continues to behave inappropriately at any point in the same day, then they will be directed to work in another classroom. In most instances, the warning system is enough to prevent a child from having to do a reflection time over their playtime.

3 x Reflection times If a child has 3 reflection times at playtime in one half term, they will be seen the DEPUTY HEADTEACHER and a letter will be sent home. This will be recorded on CPOMs.

4 x Reflection times If a child has 4 reflection time in one half term the child will be seen by the HEAD TEACHER and the child's parents/carers will be asked to come into school for a meeting. This will be recorded on CPOMs. Following a meeting with parents it may be appropriate for the child to have an individual behaviour plan.

At a teacher's discretion, a whole reflection time over playtime will be given if the teacher feels that the behaviour warrants one. In addition, there may be some incidents where the child will be asked to see the Deputy Headteacher or/and the Headteacher straight away because of inappropriate behaviour. Where behaviour is in serious breach of the school's expectations, the child may be excluded internally during lesson time or at lunchtimes, for a fixed period of time or permanently.

Behaviour is always dealt with in a graduated manner. We will always try to work with families and pupils to improve behaviour. Staff may use additional sanctions or rewards based on the individual need of the child. If certain behaviours are persistently disruptive or compromise the safety of pupils/staff then a child may be put onto an individual behaviour plan. This will clearly outline the support and sanctions in place.

This behaviour procedure will be displayed in each classroom.

Exclusions

Where necessary, exclusions will be administered in line with the Government's national guidance (DfE, 2022).

Internal

A child will work and play away from their peers for part of a day or a full day.

Lunchtime exclusion

Lunchtime exclusions are normally used when a child's behaviour is unacceptable in the playground. Parents / carers must take responsibility for their child for the lunch break and return them for the start of afternoon school. It is expected that these exclusions will be used for short periods.

Fixed period exclusion

Fixed period exclusions last for a specific number of days. The number of days and when your child should return to school will be made clear by the headteacher. These are normally used for more serious incidents or where a child's behaviour is unacceptable in the classroom. They can be used for a maximum of 45 days in any one school year.

Permanent exclusion

Permanent exclusion is the decision to permanently exclude a pupil and will be taken only:

in response to serious breaches of the school's behaviour policy;
and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Reflection

Our sanctions are reflective and 'restorative' in practice. Children reflect on their behaviour with a member of staff from the SLT. The aim is for children to take responsibility for their behaviour by thinking through the causes and the consequences. They will also consider how they will behave if a similar situation arises in the future and if necessary apologise to any victims of their behaviour. If a playtime has had to be missed to allow a child time to reflect, it will be recorded on CPOMs so that we can monitor behaviour in school and parents will be informed (see Appendix 5)

Teaching Positive Behaviour

The school teaches and models positive behaviour through:

- RHE lessons
- Assemblies
- Through the wider curriculum e.g. good sportsmanship in PE and tournaments, moral values in RE, workshops in anti-bullying week.
- Playground monitors

- The School Council
- Year 6 Buddy system

Involving Parents

We value the support of parents and carers and always seek to work in partnership with them. Parents will always be notified of any missed play that their child has had so that they can speak to their child or child's teacher about it. If there is a concern about persistent low-level inappropriate behaviour, we will always seek to make parents and carers aware.

Bullying Behaviour

At Lady Bay we have an Anti-Bullying Policy that sets out our definition and response to bullying behaviour.

Pupils with additional needs

The behaviour procedure may be adapted for pupils with additional needs. A more graduated approach may be necessary for SEND pupils whose social, emotional and mental health needs. For example, through

- Small group support
- Nurture support from our Emotional Literacy Support Assistant (ELSA) or mental health teaching assistant.
- 1:1 interventions
- Support from outside agencies

All additional support will be recorded on a provision map and/or nurture passport. Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), internal exclusion or alternative provision.

Any provision made for pupils with SEND will be in line with our SEND policy.

Physical Intervention

There are occasions when we have to physically intervene with a child to protect them, other children or staff, but these are extremely rare. Key staff are trained to physically intervene if a child's behaviour warrants it. If any intervention has had to be used with a child, we will inform the parents of any child/children involved.

*CPOMs is a software application used by staff at Lady Bay School to support our safeguarding, pastoral and welfare procedures.

Appendix 1

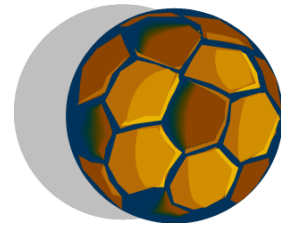
The Playground Code

Please follow the Playground Code for happy and safe playtimes.



- 1) Demonstrate our school values at all times and be kind to others.
- 2) If there is a problem that you cannot sort out, you should ask a member of staff to help you.
- 3) If one of your friends gets injured, you should help them to find a member of staff.
- 4) Stay on the playground during playtimes. If you need to go to the toilet, ask permission from a member of staff.
- 5) Only use balls that staff have given you permission to use on the playground.
- 6) Use the play equipment with respect and tidy it away at the end of playtime.
- 7) Follow the Football and Apparatus Safety Rules.
- 8) Play safely on the playground and do not play-fight.
- 9) Do not climb on the railings or the flower beds.
- 10) Walk with personal scooters and bikes on the playground (do not ride them).

Appendix 2



Rules for Football

- 1) Only stand in the football area if it is your turn to play football.
- 2) Take throw-ins if the ball goes beyond the lines.
- 3) Make sure the teams are fair.
- 4) If a year group choose not to play football, you cannot take their turn.
There will be no football.
- 5) Only soft balls are permitted. Any hard balls will be confiscated.
- 6) If the ball is kicked on the roof, the game is over for the day.
- 7) Do not play football after school, as it is not safe for children and adults walking through the playground.
- 8) If the ball goes over the wall, do not shout at members of the community to return it. Inform a member of staff.

LADY BAY PLAY CHARTER

Be Kind - Be Safe - Be Ready

Being Kind

We share the equipment
We listen to the ideas of others

Being Safe

We make our own choices
We look after each other and the equipment
We manage risks!

Being Ready

We can play in any zone with anybody
We help to tidy away play equipment



Appendix 5 Reflection Time Slips

Reflection Time  Name _____ Date _____ Class _____ Details about the behaviour: Signed _____ (Class teacher) Signed _____ (SLT member)
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LADY BAY PRIMARY SCHOOL  Due to unacceptable behaviour in school, your child has been given some reflection time today with a member of the Senior Leadership Team. Please can you speak with your child about their conduct at school, and then sign and return this slip to their class teacher. Thank you. Name _____ Date _____ Class _____ Details about the behaviour: Signed _____ (Class teacher) Signed _____ (Parent)
