

Lakeside

Primary Academy



Relationship and Behaviour Procedures 2023

We are PROUD to

Reach for the stars



THE HARMONY TRUST
BELIEVE • ACHIEVE • SUCCEED

At Lakeside we promote positive learning behaviour by creating a happy and caring school environment where everyone feels valued, respected, secure and safe. We believe that our children perform best when they are motivated, praised, encouraged and rewarded. Parent/carer engagement is fundamental to this.

We encourage learners to achieve and realise their potential by providing a happy, stimulating learning environment, where expectations of behaviour are high, routines are in place to model our expectations and positive relationships are fostered to enable all learners to succeed.

The Lakeside Parliament is an integral part of the *academy and pupils'* views, and opinions are important in moving the school forward. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Learner, 'that learners should be encouraged to form and to express their *views*'.

Aims of this procedures document

- To create an ethos that makes everyone in the school community feel valued, respected and safe.
- To promote self-reflection, self-regulation and restorative practices.
- To recognise children's achievements and positive learning behaviour.
- To explain the LPA rewards and consequences
- To share our ethos and strategies with parents/carers, children and the wider school community.

Academy Expectations

Lakeside Primary Academy is a place for ...

Respectful Relationships,

Staying Safe,

Being Kind and Caring

These expectations are displayed in all classrooms, more detailed examples of the specific way we expect pupils to behave in; classrooms, when moving around school, in the dining halls and outside are also displayed around school so children have clear reminders of how to show the Lakeside expectations and positive behaviour. Staff and children are committed to showing how they meet them through the learning behaviour in and around school [see Appendix for posters displayed].

Class teachers will discuss the school expectations and refer to them frequently, when praising positive behaviour choices as well as reminding the children when their choices are not in line with the high expectations that have been set.

Our ultimate goal is that pupils will behave for intrinsic reasons; for the simple knowledge that it is the right thing to do, not to receive a reward or because of the fear of a negative consequence. Until all our pupils are able to achieve that goal our academy behaviour management strategies support our pupils with -

1. **Clear expectations** - how we expect pupils to behave at Lakeside [see appendix for displayed poster]
2. **Rewards** - which can be instant or worked for over time [see appendix for displayed poster]
3. **Consequences** - for when pupils are not behaving in the expected way [see appendix for displayed poster]

Behaviour Curriculum

For children to be successful and make positive behaviour choices, children first need to understand what acceptable behaviour looks like. At the start of the academic year, all classes will spend time teaching and practicing routines. There are set academy routines that have been devised with the staff team and class routines that have been discussed and created in year group/class teams.

Lakeside Academy recognises the value of clear routines in supporting pupils to achieve positive behaviour.

Academy set routines:

Time of the day	Routines that you feel need to be in place to enhance the behaviour curriculum
Start of the day	<ul style="list-style-type: none"> • Class adults meet and greet the children on their circle at the start of the day, with a good morning and a smile. • SLT members of staff are at each gate welcoming children and being available to speak to parent/carers. • Children complete the colour monster check in on arrival to the classroom. Class adults will be aware of how the children have checked in and carry out well-being checks with children where needed. • Magic breakfast for all children that would like it, children are given bagel /cereal on entering the classroom.
Start of the day / Start of each lesson	<ul style="list-style-type: none"> • Visual timetable is displayed in the classroom. • Task on the board morning challenge / start of lesson. All resources are ready for the session.
End of lesson / End of Day	<ul style="list-style-type: none"> • At the end of the session all resources are tidied away. High expectations of tidy learning spaces and children being responsible for the classroom equipment is communicated and modelled.
Moving around school	<ul style="list-style-type: none"> • Children to walk around school sensibly, on the left hand side of the corridor.
Moving around school site	<ul style="list-style-type: none"> • Walking around the outside of school as a class sensibly in a single file line, accompanied by an adult. • Entering and exiting the building through the mag lock doors (Paul Mole building end corridor doors, main reception entrance, main door Starhill building) • Inside the building -children to walk around school sensibly, on the left hand side of the corridor.
End of the school day	<ul style="list-style-type: none"> • Children are collected by parents/carers from their classroom door, class adults dismiss the children to their parent/carers (or older siblings Year 8 or above) • Children that are in Year 5 or 6 are allowed (with written permission) to walk home alone. • SLT are on the playground, near the gates, to say goodbye to children and families as they leave.

Time Together

Each week classes will have up to 30 minutes of 'time together' as a class, to focus on building and enhancing positive relationships, developing self-awareness and self-regulation techniques.

Reminders of the expected ways to behave and the rewards for behaving in the agreed way are given in 'Time Together'.

Rewards for Behaving in the Expected Way

Positive Praise and Reinforcement

Staff in school recognise and reward positive behaviour when children meet our academy expectations in a variety of ways. By verbally celebrating children's attitudes to learning, their interactions with their peers and whilst they are moving around school, we reinforce our expectations all of the time.

Classes will use positive praise, Dojo points, stickers and messages home to reward this positive behaviour.

Sticker Card Rewards

In EYFS, children receive stickers for showing positive learning behaviours, when the children complete their 10-sticker card, this is shared with parents and celebrated.

Dojo rewards *(Parent/Carers can view their child's Dojo rewards using the free Dojo App)*

The children can earn positive dojos for a number of reasons:

- Displaying our academy expectations: (Respectful Relationships, Staying Safe, Being Kind and Caring)
- Being a PROUD learner
- Attendance - Given daily when children are present at school and on time.
- Home learning - Given during the week when the home learning and reading diaries are returned.
- Uniform - Given daily if the correct uniform is worn. PE days require full PE kit and school jumper.

Children's dojo achievements are recognised with a certificate, which is presented to them in phase assembly, when they reach a set number of Dojo's - 100, 200, 300, ... Children continue to build up the number of Dojos earned throughout the academic year. At the start of a new academic year their Dojos are reset.

PROUD learner certificate

- Each week class adults chooses two children who have been the PROUD learners.
- At the end of the half term two children are chosen as the PROUD learners of the half term. They receive a certificate and badge in the end of half term 'Achievers' Assembly.



Instant Rewards

When any children have excelled in an area of learning or have behaved exceptionally well, they can receive an instant reward at a member of staff's discretion. Class adults can also award instant whole class rewards where appropriate. This can include stickers, a turn on the slide, additional time on the trim trail/village, a 5 min choice activity/ team activity etc.

(See Appendix for Reward Poster displayed around school)

Consequences for Unacceptable Behaviour

When pupils are observed not behaving in the expected way adults should

- **Remind pupil** of agreed way to behave using visual cues in displays all around school
- Point out another pupil who is behaving in the expected Lakeside way. e.g. 'well done X you are walking in the corridor - have a Dojo'

Some pupils may need an additional stronger reminder and supportive conversation -

- **Missing Play/Lunchtime** - Spending their play or lunchtime, reflecting on their behaviour and to take part in a conversation with an adult about their how to improve their behaviour

If the pupil continues to show unacceptable behaviour -

- **Internal Seclusion** - Class teachers will speak to academy leaders to organise an internal seclusion for half or full day, **parent/carers are informed** of the behaviour and consequence given.

If the pupil continues to show unacceptable behaviour-

- **Longer Internal Seclusion Issued** -academy leaders to inform parents and make them aware of the risk of further consequences (which could be suspension) if behaviour is not seen to improve.
- **Suspension and Exclusions** - in serious cases suspension or exclusion may be necessary. Please refer to The Harmony Trust Behaviour Policy and The Harmony Trust Exclusion Policy for further details.

Leaders will speak to The Harmony Trust Head of Inclusion Service and behaviour specialists to consider further strategies and to seek possible Local Authority involvement for support.

Parents will be kept updated of further actions to be taken.

Behaviour Reporting:

Incidents of behaviour are recorded on the academy reporting system CPOMS. The consequence given and contact with parent/carers is also recorded.

(See Appendix for Consequence Poster displayed around school)

Support for pupil who are exhibiting unacceptable behaviours

Lakeside acknowledge that behaviour can be a form of communication and often used to express an emotion. At times these behaviours exhibited can put the individual or others at risk, disturb the learning of others or are deemed as not adhering to the Lakeside Expectations. Staff interventions to manage these behaviours *and support the child to regulate their emotions, should be flexible and based upon the child's level of development.* Staff will remind the child of the acceptable behaviours in a respectful way and discuss with them the impact of the behaviour on themselves and others. Support will be put in place to enable a reduction in the recurrence of those behaviours.

Support systems are put in place if a pupil is continuing to behaviour in an unacceptable way:

- 'Can Do' or 'Targets' cards used for a short period (initially 3 weeks) to help create a positive habit and change of mind-set. Targets are shared with parent/carers and a reward is identified for achieving targets.
- If behaviours continues then this is moved to a formal Personal Behaviour Plan with clear, set targets to work on. Parents, staff and child are fully involved with selecting target and reviewing progress. (Plan Do Review cycle in place with targets review at least termly)

Support as part of a Behaviour Plan may include support and intervention groups such as **soft landings**, **small group social skills sessions**, requesting **support from The Inclusion Hub staff/provision** or further external support from **expert agencies**.

Linked policies:

The Harmony Trust Behaviour Policy

The Harmony Trust Anti- bullying Policy

The Harmony Trust Exclusion Policy

The Harmony Trust Positive Handling (Restraint of pupils) Policy.

These can be found on the Trust Website Policies page: <https://www.theharmonytrust.org/page/policies/62835>

Appendices: Posters outlining the 'Lakeside Expectations', 'Rewards', 'Consequences' and 'Ways To Behave' are displayed around the academy.

Lakeside Primary Academy Expectations

~~Lakeside Primary Academy is a place for.....~~

Respectful Relationships,

Staying Safe,

Being Kind and Caring



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Lakeside Primary Academy

Relationship and Behaviour Procedures

At Lakeside, our expectations of behaviour are high. This is built on a culture of positive relationships and care for each other. Staff invest in understanding each unique child and we have a curriculum that teaches self-regulation, independence and reflection. Clear routines are in place across school to support everyone. We have three key academy expectations.

Lakeside Primary Academy is a place for...
Respectful Relationships, Staying Safe, Being Kind and Caring

At Lakeside, we encourage intrinsic motivation and also recognise positive behaviour with:

Dojo's

Stickers

A 'Well Done' and a Smile

Certificates in Assembly

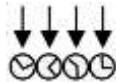


To help everyone to follow the academy expectations and develop positive learning behaviours, the following is in place:

- Positive and regular communication of the Lakeside Expectations

Respectful Relationships, Staying Safe, Being Kind and Caring

- Routines to follow



- A sense of belonging and pride



- Adults to talk to about feelings and emotions



- Positive learning experiences for all, with a focus on independent self-led learning



- Taught strategies to use if individuals are feeling angry, upset, worried or hurt, that help you to feel better and still keep everyone safe



- Opportunities to reflect on behaviour, how it made you and others feel and what could help to put things right



- Additional, personalised support for individuals if needed.



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Respectful Relationships, Staying Safe, Being Kind and Caring

Expected Ways to Behave

In the Classroom we always:

✓ Stay in our seat and within the learning space (unless told otherwise)



✓ Raise our hand to talk & use respectful language



✓ Look after our equipment



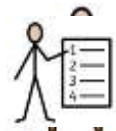
✓ Walk silently when moving around the room



✓ Are active listeners (look, listen, sit)



✓ Follow adult instructions first time



✓ Always welcome visitors to our classroom





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Respectful Relationships, Staying Safe, Being Kind and Caring

Expected Ways to Behave

When Playing Outside we always:

✓ Respect and listen to each other and adults



✓ Use equipment safely



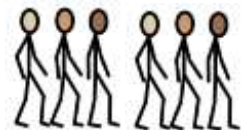
✓ Use 'Active Listening' and sort issues with our voices



✓ Make the most of our time by taking part in games and activities.



✓ Line up in our classes



✓ Have 'Safe Hands & Safe Feet'



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Respectful Relationships, Staying Safe, Being Kind and Caring

Expected Ways to Behave

When Moving Around School we always:

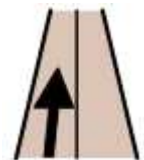
✓ Walk silently facing forward



✓ Walk in single file with hands by your side



✓ Keep to the left



✓ Listen to adults and follow their instructions



✓ Show manners by holding doors and letting adults pass by



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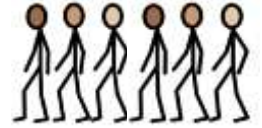


Respectful Relationships, Staying Safe, Being Kind and Caring

Expected Ways to Behave

In the Dining Hall we always:

✓ Queue for dinner in a sensible line



✓ Use quiet 'inside' voices



✓ Stay in our seats and wait until told to leave



✓ Use please and thank you



✓ Show good table manners



✓ Put up hand if you need anything



✓ Show respect to all



✓ Listen to adult instructions



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Respectful Relationships, Staying Safe, Being Kind and Caring

REWARDS

Lakeside Primary Pupils who behave in the expected way get lots of rewards.

- ✓ Positive Praise - smiles , thumbs up, well done etc.



- ✓ DOJO and Stickers



- ✓ DOJO certificates, for every 100 Dojo's collected



- ✓ PROUD learner certificates- weekly/half termly



- ✓ Parents/carers are told about our great behaviour



- ✓ Instant rewards from adults




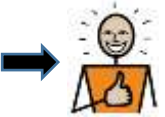



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Respectful Relationships, Staying Safe, Being Kind and Caring

CONSEQUENCES

of not behaving in the expected Lakeside

- ✓ Adult will give reminders of how we should behave using our 'Ways to Behave' Posters. 
- ✓ Adults will point out another pupil who is behaving in the expected Lakeside way. 
- ✓ Missing play or lunchtime to reflect on our behaviour and spending time with an adult talking about how to behave in the expected Lakeside way. 
- ✓ Have an internal seclusion where we work with a different adult away from our class to help us show the Lakeside way to behave. 
- ✓ Very rarely pupils may be suspended from school. 

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