

LION HOUSE SCHOOL



BEHAVIOUR POLICY

GENERAL STATEMENT

At Lion House School we believe that children behave well if given positive and clear guidance as to what is appropriate behaviour.

AIMS

At **Lion House School** we aim to:

- ◆ Create an environment which encourages and reinforces good behaviour
- ◆ Promote, through example, honesty and courtesy
- ◆ Encourage a consistency of response to both positive and negative behaviour
- ◆ Promote self-esteem, self-discipline and positive relationships with peers and adults
- ◆ Ensure that the school's expectations and strategies are known and understood

MANAGING BEHAVIOUR - In the classroom

Classroom management is key to influencing the children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour such as sticker reward charts, arrangement of the furniture, access to resources and displays all have a bearing on the way children behave. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Good manners and consideration are expected and praised. In the Nursery the children sing a song to help them remember the rules.

Rules

As soon as the children enter Lion House School they are involved in setting out the 'rules' for expected behaviour within the classroom / school. Everyone is actively encouraged to take part in their development. They should be clear and easy to understand and consistently applied and enforced.

Rewards

We focus on and praise good behaviour in various ways at LHS. The most frequent reward is praise and encouragement, both informal on a day to day basis in the classroom and in and about the school and more formally in the obtaining of stickers, points, marbles, happy cloud and Star or Work of the Week certificates. These can be awarded for good standards and as well as for noteworthy achievements. The 'top' award of Head Teacher's Gold award can be given to a child for a particular caring, considerate act. This is displayed in the front hall under the Goose that Laid the Golden Egg.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of inappropriate behaviour. At LHS we operate a three point system as follows:

Minor incident

- ◆ The child is spoken to and asked to explain their actions
- ◆ The child is asked to think about their actions and asked not to do it again. They are reminded of the class rules and given a warning
- ◆ The child is asked to apologise and reminded how well they normally behave – some classes put the child's name on the 'Sad side', remove points or marbles

More serious incident

- ◆ Follow the above 3 points as well as giving the child 'time out' (5 mins or for the younger children time depending on their age e.g. 3 years old = 3 minutes) to think about their actions
- ◆ The child may be asked to write an apology or draw a picture as a way of an apology during playtime
- ◆ The parents are informed and asked to speak to their child

Serious or repeated incident

- ◆ The child will be asked to speak to the Principal who may withdraw a popular activity such as swimming or Wednesday sports
- ◆ The parents may be asked to have a meeting with the class teacher and Principal
- ◆ A 'Behaviour Book' or other appropriate action may be introduced. The book will be signed or marked with a smiley face by the teachers after every lesson. Targets will be set and rewarded when reached

Parental partnership

At LHS we give high priority to clear and open communication between the school and parents. We feel it is crucial for our aims to promote and maintain high standards of behaviour. The school will communicate both policy and expectations to the parents through access to the written policy documents, Parent Handbook, Induction Evenings, parent / teacher meetings and Home/School contracts.

If the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps being taken. Parents will be informed at an early stage and asked to discuss the situation. There may well be problems at home that the school is unaware of and need to be taken into consideration when devising a plan of action. If needed outside agencies may be consulted.

This Statement will be reviewed annually

Reviewed Autumn Term 2014	by	Lauren Thornton	Changes made
Reviewed Autumn Term 2015	by	Lauren Thornton	No changes made
Reviewed Autumn Term 2016	By	Susan Chappell	No changes made
Next review Autumn Term 2017			