



<p><u>Behaviour policy Section 6: Behaviour curriculum.</u> Pupils are expected to:</p> <ul style="list-style-type: none"> • Be kind • Behave in an orderly and self-controlled way • Show respect to members of staff and each other • In class, make it possible for all pupils to learn • Move appropriately around the school • Treat the school buildings and school property with respect • Wear the correct uniform at all times • Accept and engage with interventions and sanctions when given • Refrain from behaving in a way that brings the school into disrepute, including when outside school or online • Be familiar with this policy and how misbehaviour is defined (with particular reference to Appendix 2 which sets out examples of all levels of misbehaviour) <p>Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.</p>	<p><u>LCA Values and golden rules:</u></p> <ul style="list-style-type: none"> • Value: Integrity Rule: We are honest • Value: Gratitude Rule: We are responsible and respectful • Value: Resilience Rule: We try our best • Value: Understanding Rule: We listen • Value: Oneness Rule: We are kind and caring • Value: Support Rule: We are helpful <p><u>Conduct at LCA (4 C's)</u></p> <ul style="list-style-type: none"> • Calm, cooperative, caring community. • Courteous corridors. • Considerate classrooms. • Clean cloakrooms
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<p><u>Behaviour Policy Section 7: Responding to behaviour.</u> Positive behaviour will be rewarded with:</p> <ul style="list-style-type: none"> • Verbal praise • Communicating praise to parents via a phone call or written correspondence • Certificates, rewards, prize ceremonies or special assemblies • Positions of responsibility, such as prefect status or being entrusted with a particular decision or project • Whole-class or year group rewards, such as a popular activity • Reward via Class Charts or similar 	<p><u>LCA rewards and sanctions.</u> At LCA we strive to work towards a values driven behaviour system, so that children learn how their behaviour can impact others both positively and negatively. We would provide rewards as acknowledgement of their efforts to demonstrate the values above this will be evident through:</p> <ul style="list-style-type: none"> • Head teacher/deputy/assistant head teacher stickers or certificates. • Use of the house points system to encourage earning rewards that contribute towards a team goal. • Class charts provide a visual representation of the behaviour system and show steps towards house points (stars) and provide opportunity to improve behaviour through use of warning systems and clear consequences (clouds/stops and think/consequence cards)
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<p><u>Behaviour Policy Section 7: Responding to misbehaviour</u> When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.</p>	<p><u>LCA sanctions</u> Please refer to Appendix 2 of the behaviour policy, however please note:</p> <ul style="list-style-type: none"> • First warning = stop and think card or white cloud. • Second warning may be verbal and may lead to consequence card/black cloud. In these instances, the incident will be recorded on a behaviour record or an incident log. • Detention = will be implemented appropriately according to the age and needs of the individual child. In some cases, detention may mean missed play time or lunch time play. • Behaviour report card = behaviour record or incident log. <p>Please also note that all classrooms will have a 5-point scale visible, and many children will have their own individual 5-point scale. This will be referred to and used to frame support regarding any social, emotional, or mental health factors that may have impacted on a child's behavioural or emotional responses.</p>
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