

Lancasterian Primary School

Behaviour Policy



Version No.	Date	Approved by	Review Frequency	Review Date
3	September 2020	Governors	+2 Years	September 2022

INTRODUCTION

Good behaviour is an essential condition for effective teaching and learning to take place. A sound approach to behaviour management is a vital foundation for the spiritual, moral, social and cultural development of children (SMSC). At Lancasterian Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well. We aim to foster an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect. Within this environment, effective learning can take place.

1. AIMS OF THE POLICY

- To promote good self-regulated behaviour for learning
- To ensure that all governors, teaching and non-teaching staff, pupils and parents/carers understand how we manage behaviour at Lancasterian Primary School
- To enable children to understand the consequences of their behaviour and actions and take responsibility for their actions
- To enable all children to behave in a way which shows respect and care for themselves, others and their environment
- To help and support children in accepting and following school rules and behaving appropriately in school
- To value the diversity of our school community and to meet the needs of our children
- To promote consideration and respect for others and property within school
- To set high standards and have high expectations of all children
- To ensure children move safely around school
- To ensure the emotional and physical safety of everyone in our school
- To promote pride in our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately
- To recognise and act upon any incidences of bullying or direct and in direct discrimination **immediately**
- To be consistent and fair and to give the children positive recognition and reinforcement to their school community.

Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We are committed to challenging stereotypes and discrimination. We recognise that children's behaviour can be variable and can be affected by the situation. At Lancasterian we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations. In certain cases, a child may present challenging behaviour. For a variety

of reasons, they may find it difficult to follow our school golden rules. In these cases, the child will have a Behaviour Support Plan with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, Pastoral Care Manager and parents and carers. The school is committed to its legal duties under the Equalities Act 2014 in respect of safeguarding and children with special educational needs. See also school's SEND policy.

2. PROCEDURES, PROCESSES AND ROLES

All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework.

At Lancasterian Primary School, individual effort is valued, and individuals are encouraged to develop self-discipline and a sense of their own worth. To support this development, the children are taught to understand the nature of behavioural expectations and how achievement can be valued. This teaching is centred on the 'Golden Rules' which emphasise what we expect children to do as well as explaining what we do not expect them to do. We believe that the golden rules can help children to be successful learners by developing self-respect, self-control and respect for others individuality, cultures and beliefs.

Our Golden Rules are always in effect and should be followed by **everyone** in the School community. All staff have a responsibility to ensure the children always follow the school rules. If they meet a child behaving inappropriately, they should address the incident with reference to the golden rules. The school rules should be discussed regularly with the children to ensure that all children have a clear understanding as to their meaning. It is important that staff use the wording of the school rules with all children, to ensure consistency throughout the school.

Our Golden Rules are:

- We are gentle; we don't hurt others.
- We are kind and helpful; we don't hurt anybody's feelings.
- We listen; we don't interrupt.
- We are honest; we don't cover up the truth.
- We work hard; we don't waste our own or others' time.
- We look after property; we don't waste or damage things.

Children should be given strategies to cope in conflict situations without resorting to aggression. If someone upsets or hurts them, they should:

- NOT do the same things back
- Say "STOP IT, I DON'T LIKE IT"
- Tell an adult if they are hurt, if something is making them sad or if they are unhappy

2.1 School Routines

The following routines are the routines we expect children to follow and adults to reinforce around the school.

Classroom Routines

We look at and listen to the person speaking.

We raise our hands when we want to speak.

We listen to instructions and do our best.

We ask an adult for help if we need to.
We brush off our worries and get ready for learning.
We always aim to stay on excellent.

Playground and Lining-Up Routines

We take turns and share in the playground.
We sometimes win games, we sometimes lose; it doesn't matter.
We play gently and never play-fight.
We speak to an adult if we are upset or angry and accept their help.
We line up quickly and quietly when the bell rings, ready to learn.
We collect our things before we leave the playground.

Dining Hall Routines

We line up quietly and keep our hands and feet still.
We use our indoor voices.
We listen to adults' instructions.
We only talk to people sitting near us whilst we are eating.
We do our best to try different, healthy foods.
We take our time eating our food.

Corridor and Stairs Routines

We walk around the school quietly.
We keep to the left.
We stay in our lines.
We hold doors for others.

Toilet Routines





We only go to the toilets when we need to use them.
We leave the toilets clean and tidy.

Assembly Routines

We walk into and leave assembly quietly.
We stop, look, raise our hand and listen when the listening hand is raised.
We look at and listen to the person speaking.
We sit still and keep our hands and feet to ourselves.
We put our hand up if we want to say something.
We try our best to take part and share our ideas.

2.2 Rewards and Sanctions

In the EYFS Aim for the stars

- Four faces are displayed in the classroom **STAR**  **GREEN**  **YELLOW**  and **RED** 
- Children's names are placed on the green happy face at the beginning of the day.
- If they misbehave they are given a warning and a reminder of the golden rules and routines

- If misbehaviour continues the child will move their name to the yellow face and will have 3 minutes timeout
- If misbehaviour continues another warning and a reminder of the golden rules and routines will be given
- If misbehaviour continues the child will move their name to the red sad face and will have 10 minutes timeout and their parent or carer will be informed.
- We will encourage all children to improve their behaviour. If the child's behaviour improves, they can move back up to the green happy face.
- As a reward for good behaviour, children will play in the KS1 playground on a Friday.
- If a child has been on the red face twice in one week, they will not have Golden Time.
- The children are encouraged to 'Aim for the stars' and can move up to the star for exceptional behaviours.

In KS1 and KS2 Aim for the stars

Two children are awarded "Star of the Week" each Friday by the class teacher for exemplary behaviour for learning.

The class teacher brings their Star of the Week certificates to Friday assembly.



The names of the children are written on the "Stars of the Week" laminated sign on the classroom door.

EXCELLENT

- All children start on Excellent at the beginning of each session (start of day, after break, after lunch).
- Children who stay on Excellent all week will have 30 minutes of 'Table Top Games' on a Friday from 2:45pm.
- These children will be given a golden voucher during Table Top Games time.
- When children have earned 5 vouchers, they can redeem them for a token to claim a book prize and their name will be put on the wall of fame.

STAGE 1

- A child who is not showing Excellent behaviour for learning is given a warning. Adults must support the child to de-escalate the situation (a little intervention here could prevent a lot of disruption later).
- If they continue to misbehave then they move to stage 1 and an adult in the class will change their behaviour chart card to S1.
- The child is given a 3 minute time out (egg timers provided) and will lose 3 minutes of Table Top Games time on Friday.
- After 3 minute timer is complete, the child raises their hand, they move back to Excellent and re-join the class activity.

STAGE 2

- If a child is on Stage 1 and their misbehaviour continues, they will receive another warning. Again, adults must support the child to de-escalate the situation
- If misbehaviour continues, then they will move to Stage 2 an adult in the class will change their behaviour chart card to S2.
- The child is given a 10 minute time out (egg timers provided) and will lose 10 minutes of Table Top Games time on Friday.
- After 10 minutes, the child raises their hand and is sent back to their class. The class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration. The child moves themselves back to Excellent and re-joins the class activity.
- The child is issued a 'Stage 2 Letter' by the class teacher; the class teacher must hand this to the child to give to their parent/carer at the end of the school day. If the parent/carer is unavailable (e.g. Y6), the letter should be handed to the office who will post it and send a text.
- The class teacher should also make a telephone call to the parent/carer to discuss the stage 2.
- If the class teacher feels that a child is moving to Stage 2 too frequently, then this should be raised with the phase leader to decide the next course of action.

STAGE 3

- If child is on Stage 2 and misbehaviour continues they will receive another warning. Again, adults must support the child to de-escalate the situation
- If the misbehaviour continues, then they will move to Stage 3, an adult in the class will change their behaviour chart card to S3 and a member of SLT is called.
- This will lead to internal exclusion for the remainder of the day or until lunch the following day if it happens after 2:30pm. Class teacher must provide work.
- SLT will contact the parent immediately to explain what has happened and organise a short meeting between child, parent, class teacher and SLT member at the end of the day.
- Any child who goes to Stage 3 will miss all of their Table Top Games time and go to Mr Murphy's office during this session, to discuss their behaviour, and how they can improve.
- When the child returns to class the next day, the class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration. They move themselves back to Excellent.

Children all start on excellent at the beginning of each session (start of day, after break, after lunch).

- Between each stage, children are given time for reflection and opportunity to change their behaviour.
- Reminders will be given before each consequence.
- Once a child has completed their consequence, they move themselves back to Excellent and re-joins the class activity, which marks the end of the consequence.
- Some children will have a Behaviour Support Plan which will also be used alongside and will occasionally supersede this strategy

Sanctions

Stage 3 Sequence and Monitoring

- SLT will keep a record of Stage 3s over each half term.
- However, every Stage 3 must be viewed as being of equal seriousness, so we will not use the language of 'Stage 3 One', 'Stage 3 Two', etc.

- The following action will be taken:
 - **First Stage 3:** No further action
 - **Second Stage 3:** Children's Champion (rest of half term)
 - **Third Stage 3:** Behaviour Support Plan
 - **Fourth Stage 3:** External Exclusion

In all cases:

- The child should be sent to a member of senior leadership team (SLT) with an adult able to explain what has happened. Failure to follow this step may result in the incident not being treated as a Stage 3 behaviour.
- SLT will record the incident on a Behaviour Management Record and on the Stage 3 behaviour spreadsheet

First Stage 3

- Child will be internally excluded with Learning Mentor or Pastoral Care Manager for the remainder of the day or until lunch the following day if it happens after 2.30pm. The child will complete classwork provided by the class teacher.
- The Learning Mentor or Pastoral Care Manager will contact the parent/carers immediately to explain what has happened. The expectation will be that the parent/carer speaks to the child and reinforces the school's rules and expectations.
- The child will miss all their table top games time and go to Mr Murphy's (Head Teacher's) office during this session to discuss their behaviour and how they can improve.
- The next day when the child returns to class the class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration. The child will move themselves back to Excellent.

Second Stage 3

- Child will be internally excluded with Pastoral Care Manager for the remainder of the day or until lunch the following day if it happens after 2.30pm. The child will complete classwork provided by the class teacher.
- The Pastoral Care Manager will contact the parent/carers immediately to explain what has happened. The expectation will be that the parent/carer speaks to the child and reinforces the school's rules and expectations.
- The child will miss all their table top games time and go to Mr Murphy's (Head Teacher's) office during this session to discuss their behaviour and how they can improve.
- The next day when the child returns to class the class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration. The child will move themselves back to Excellent.
- Child is issued a children's champion. A member of staff who will support the child, providing them with guidance and encouragement in all areas of school life.

Third Stage 3

- Child will be internally excluded with a member of SLT for the remainder of the day or until lunch the following day if it happens after 2.30pm. The child will complete classwork provided by the class teacher.
- The SLT member will contact the parent/carers immediately to explain what has happened. The expectation will be that the parent/carer speaks to the child and reinforces the school's rules and expectations.
- The child will miss all their table top games time and go to Mr Murphy's (Head Teacher's) office during this session to discuss their behaviour and how they can improve.
- The next day when the child returns to class the class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration. The child will move themselves back to Excellent.
- A meeting is arranged with the child, the parent/carer, pastoral care manager, other relevant SLT member and class teacher for a Behaviour Strategy Meeting and a behaviour support plan will be put in place.

Fourth Stage 3

- Same steps as First stage 3
- Child is excluded, duration of exclusion determined by seriousness of incident; this is decided by the SLT in consultation with the class teacher.
- A meeting is arranged with the child, the parent/carer, pastoral care manager, other relevant SLT member and class teacher for a Behaviour Strategy Meeting and a behaviour support plan will be put in place.

A 'serious incident' means an **extreme verbal or physical assault towards a member of the school community, or an incident in which a child's behaviour becomes **completely unmanageable** for the member of staff dealing with it. Stage 3s should not be confused with incidents when a member of the leadership team is involved simply by virtue of being nearby when the incident occurs or because they have been asked to step in to help calm down a situation or provide respite for another member of staff.*

Stage 3 behaviour consequences are tracked and recorded each half term. If a child reaches Stage 3 four times in a half term they are excluded for a fixed period. Length of exclusion is dependent on behaviour(s)

Following an exclusion and at the beginning of each half term for all children who were on stage 3, this will be reset to zero. However, repeated exclusions will ultimately lead to permanent exclusion following existing school policy.

House Points System

Our house points system is aimed:

- At encouraging a real sense of pride and achievement for the children.
- At fostering community spirit.
- At giving the children an opportunity to contribute to something bigger, involving children from all year groups.
- At enabling older children to be positive role models for the younger children taking on a pastoral role.

Children are grouped into four House Teams. **Lions, Tigers, Jaguars and Leopards**. Every child from year 1 to year 6 will be placed in one of the four Houses. Each child is placed in a House on entry to school and will remain a member of their house team throughout their time at the school. Teaching and non-teaching staff also belong to a House and they encourage and support the children in positive team building through the House system. Each house will have an elected House Captain.

- 1 child per house team in Year 6 will be elected by their peers to be House Captains to represent their house.
- 1 child per house team in Year 5 will be elected by their peers to be House Vice Captains to represent their house.
- House captains and vice house captains will be elected democratically by children across the school in that house.

House Captains and Vice Captains will provide positive leadership to the children in their House and be responsible for leading their House in competitions and events, representing the school in the community and a range of school events and activities. They will also take on a role previously taken by the 'school council' to support school improvement. They will take part in developing a school improvement plan and will meeting regularly evaluate this against actions. On Sports Day the Houses will compete against each other as teams and a cup will awarded to the winning House.

The responsibilities of the House Captains are to:

- Develop a school improvement plan
- Set an example to the other children
- Earn house points and encourage others to do so to represent the house when collecting awards
- Be somebody others can turn to for advice

Earning House Points

1 house point can be awarded by all staff to children for a variety of reasons:

- Good behaviour for learning
- High quality work
- Positive Growth mindset attitudes
- Being polite and well-mannered
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Neatly presented work
- Positive attitude towards work Sporting achievement
- Taking part in competitions and events
- Act of kindness
- Citizenship
- Endeavour
- Effort

Every week, the house points are counted by our House Captains and a weekly winner announced during the Monday assembly. Points are added termly to the house points chart. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat voted for by the children. Examples of rewards could be movie afternoon, picnic, entertainer etc.

Other Rewards

Our Behaviour Policy is based on the reinforcement of good behaviour and following the growth mindset model where we recognise that effort is more important than results. In order to maintain consistency all classes and staff will use the going for gold, rewards and sanction system to encourage and promote positive behaviour and sanction undesirable behaviour. All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways. All staff are expected to praise children and give them encouragement when possible. Praise and encouragement are used as much as possible to reward children's personal best in effort and attitude. It is our intention that we actively look for success in every child at their own level and that the reward system is inclusive. It is important that good behaviour is rewarded as equally as good work.

The following encouragements and rewards may be used alongside our 'Aim for the Stars' system:

- Positive verbal comments and praise
- Non-verbal signals
- Positive comments written in books
- Giving children responsibility
- SEAL work
- Small group or individual work carried out by the inclusion team
- Sharing positive aspects with others
- Informing children of good work, positive attitudes or behaviour
- Informing parents/carers of good work, positive attitudes or behaviour
- Praise in front of class group
- A visit to another member of staff
- A member of SLT may be invited to visit the class to give recognition for children's achievement, particularly in the Early Years

2.3 Playground

If a child is not showing excellent behaviour in the playground at break time and lunchtimes and misbehaves the following procedures will be followed:

- A warning issued and a reminder of the golden rules and routines given
- If misbehaviour continues the child will be given 3 minute time out in the playground
- If misbehaviour continues another warning and a reminder of the golden rules and routines will be given
- If misbehaviour continues the child will be given 10 minute time out with the member of SLT on duty

2.4 Physical Restraint

The school follows the guidance given by the Department of Education - Behaviour and Discipline in Schools (February 2014).

- Physical restraint will only be used when necessary and where unavoidable, when a child poses an immediate physical threat to their own or others' safety. They may need to be held and removed from a situation to keep themselves and others safe.

- Physical restraint should only happen with more than one adult present.
- The Pastoral care manager will ensure that staff are trained in positive handling. Children are held in a safe and controlled manner to prevent injury to themselves or others using recommended holds as learnt through training.
- Staff should use a range of strategies before holding a child and know that holding is the last resort.
- Any time a child is held during an incident a record of this should be recorded in the behaviour management records (how long, how many times and adults involved)

2.5 Parent and Carer Involvement

We are strongly committed to a positive, working relationship between home and school. At Lancasterian we take inappropriate behaviour very seriously and expect Parents and Carers to do the same. Our expectations will be outlined and discussed with new parents and carers when children start school. We also work closely with parents/carers to share positives and deal with issues as outlined in section two.

3. MONITORING, EVALUATION AND DEVELOPMENT OF THIS POLICY

The Head Teacher is responsible for overall monitoring of the behaviour policy and does this based on advice from the Department of Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also written in accordance with special educational needs and disability (SEND) code of practice Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils and

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property and

DfE guidance which that maintained schools should publish their behaviour policy online

It is the responsibility of the senior leadership team to ensure staff receive appropriate and adequate training to enable them to effectively manage behaviour in school. The overall effectiveness of the behaviour policy will be reviewed at least every two years and amendments made after consultation with all members of staff. The pastoral care manager is responsible for monitoring behaviour incidents on a half termly basis and reporting to the governing body.

This policy should be read in conjunction with the written statement of behaviour principles, Anti-Bullying Policy and Child Protection Policy

Appendix 1: Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to children
- Rewards, sanctions and positive handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed term exclusions
- Children are helped to take responsibility for their actions
- Parents/carers are involved in behaviour incidences to foster

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.