

# Lancasterian Primary School

## Behaviour Policy



Version No.	Date	Approved by	Review Frequency	Review Date
3	September 2024	Governors	+2 Years	September 2026

## 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 excellent 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 indirect 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 values. 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**

Lancasterian Primary School's vision states that 'we will make a fairer society' and that, in order to do this, 'we will make the best school'. Above all else, children come to school to learn and we passionately believe that all aspects of learning are important — the study of academic subjects (reading, writing, maths and all the other areas) but also personal and social learning (getting on with each other, communicating well, managing difficulties effectively). We also know from employers that these 'soft' skills are highly valued and important in our ever-changing world.

Whilst the national curriculum sets out clearly what we need to cover in our teaching of the academic subjects, there is less clarity on what we should teach children in terms of their personal development. In response to this, we have developed our school values in a rigorous and thoughtful way in order to teach the children the personal qualities that we feel are important to be happy and successful in life. These values are:

- Inclusion
- Lifelong Learning
- Growth Mindset
- Integrity
- High Aspirations
- Respect





The values have been developed into Values Characters that help the children to understand them and drive and shape every aspect of school life. We use these values to identify and celebrate when children make good choices and to support and encourage when they make mistakes, helping the children to reflect and think about how they might act differently in the future.

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.
- Children should be reminded of their five trusted adults.

## 2.1 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 thinking time alone or talk time with an adult to discuss the behaviour.
- 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 thinking time 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.

### Golden Rules

Nursery and Reception use Golden Rules to help to teach the children the types of behaviour they are expected to demonstrate. The Golden Rules are:

- We are gentle; we don’t hurt others.

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

### **Growth Mindset Dinosaurs.**

To support EYFS and Reception children to understand the expected learning behaviours they use Growth Mindset Dinosaurs who each has their own leaning characteristic:

- Solversaurus; loves thinking of new ways to solve problems.
- Mistakeasaurus; is not afraid of mistakes because they help us to learn.
- Explorersaurus; is brave and loves discovering new things.
- Riskadocus; is confident and takes bold risks with their learning.
- Atryasaurus; always keeps trying and puts lots of effort into learning.

### **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 'Golden Time' on a Friday from 2:45pm.
- These children will be given a golden voucher during Golden time.
- When children have earned 5 vouchers, they can redeem them for a token to claim a book prize.

### **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 Golden 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 Golden 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 Golden 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:** Suspension

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 suspension 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 suspension is dependent on behaviour(s)

Following a suspension and at the beginning of each half term for all children who were on stage 3, this will be reset to zero. However, repeated suspensions may ultimately lead to permanent exclusion.

### 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

### **Values Ambassadors**

Each half term Y1-6 focus on a particular values character, every teacher is asked to select one child who has shown the behaviours associated with the chosen values character to be Values Ambassador, at the end of every school year the children chosen receive a reward.

### **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 values and routines given
- If misbehaviour continues the child will be given a yellow warning which includes 3 minute time out in the playground

- If misbehaviour continues during the same playtime the child will receive a red warning and miss the remaining play time and the following two play times.
- For instances of physical aggression, a stage three will be given, SLT must be informed, at this point Stage Three protocol will be followed.

#### **Staff roles in the playground:**

- A member of staff will be monitoring behaviour in the MUGA area to encourage fair play and enforce sanctions.
- Staff will allow access to Play Pods and equipment during all playtimes. Equipment must be returned to the Play Pod area by children on their way to line up with exception of the last class who will also put the equipment away and close the doors.

#### **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
- Suspensions and exclusions will only be used as a last resort.
- 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.

## Appendix 2 RAMP

### POSITIVE BEHAVIOUR MANAGEMENT PLAN and Risk ASSESSMENT (RAMP)

For Pupils who Present a Risk of Harmful Behaviour

The RAMP will be most effective if this remains a 'living' document, which is updated and adjusted in line with a developing assessment, knowledge and understanding of the pupil's needs and responses.

Setting / School:

Name of Child:

Name of parent/carers:

Name of RAMP contributors:

DATE:

Dates Adjusted / Updated

## Step One: RISK ASSESSMENT

Identification of risk	
<p>What is the nature of the foreseeable risk and who is affected by the risk?</p> <p><i>Base this answer on known events and real experience</i></p>	
<p>Is the risk potential or actual? i.e. <b>Actual</b> = what behaviour has already occurred <b>Potential</b> = what element of risk is being anticipated</p>	

Assessment of risk	
In which situations is the risk most likely to occur?	
How frequently is the risk likely to occur?	
Who is likely to be harmed?	
What type of harm is likely to be caused?	

## Step two: Consideration of Pupil's Needs

Describe any known needs which may give rise to learning or social barriers to success e.g. SEN, EAL, Disabilities or medicated conditions, etc.	
Describe any identifiable triggers or external factors which may adversely impact upon pupil behaviour.	

## Step three: Risk Management Plan

### PROACTIVE INTERVENTIONS to reduce risk

*Any adjustments, arrangements that can be put in place or logistic actions which can be taken to minimise risks occurring? Eg – ABC Trigger chart, advice from outside agencies.*

WHAT?	WHO?

### EARLY INTERVENTIONS to manage risk

*What responses, strategies, behaviour management options could be employed to support de-escalation and provide preventative actions to avoid escalated risk Eg – Key Adult to check in with first thing in the morning and up to 5x daily.*

WHAT?	WHO?

### RESPONSIVE INTERVENTIONS to respond to adverse outcomes

*What can be done when incidents have escalated to deal with the risks safely, and what needs to be done when incidents are occurring or have occurred*  
*[Outline where the use of reasonable physical intervention /Approach Training- ‘Support and Isolation’ will become necessary and how this will be most safely achieved. Include planning for post-physical intervention actions ]* **Eg – consult Approach trained staff, remainder of class removed to another location.**

WHAT?	WHO?



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Identify any arising staff training/ support needs:		
WHAT? & WHO?	ACTIONS/ BY WHO?	DATE COMPLETED

The Risk Assessment Management Plan will need to share with the following:		
WHO?	ACTION / BY WHO?	DATE COMPLETED

Risk Assessment Management Plan agreed by:	
NAME & ROLE	SIGNATURE

Review date:	
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<i>NB The RAMP should also be a 'living' document updated on an ongoing basis.</i>	
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### Appendix 3 ABC chart

Name of pupil being assessed:			
Single behaviour being analysed:			
Date commenced:		Sheet No: 1	
<b>Date, time, place, staff member[s] involved</b>	<b>Antecedent</b> [context ..what was happening before the event]	<b>Behaviour</b> [behaviour observed]	<b>Consequence</b> [what happened immediately afterwards]
			.
		.	.
		.	
	.		
		.	

# Follow on ABC chart for Behaviour Analysis

Pupil :

Sheet no. 2

## Summary of Analysis

Pupil			
Behaviour being observed			
Period of observation [minimum 2 weeks]	From:	To:	total days <input type="text"/>
Any sensory difficulties?	Already known	Observed during this time	
Most common setting/ trigger/ person/ activity			
Possible function[s] of behaviour [e.g. sensory response/need, avoidance, need time out, attention etc]			
Successful strategies used to avoid/ minimise this behaviour	Strategies tried that were not effective		
Any changes to Behaviour Support Plan needed?			
Parents informed? Yes/No	By whom?		Comment
Any follow up needed?			

## Appendix 4 Behaviour Support Plan

<b>Child's Name:</b>	<b>DOB:</b>	<b>Class Teacher:</b>	<b>Year:</b>
<u><b>Strengths:</b></u>		<u><b>Difficulties:</b></u>	
<u><b>Behaviours:</b></u>		<u><b>Triggers:</b></u>	
<u><b>Management/Strategies:</b></u>			
<u><b>Targets:</b></u>			
<u><b>Rewards</b></u> (linked to targets)			
<u><b>Consequences</b></u> (linked to targets)			
<u><b>Parents will:</b></u>			
<u><b>Staff will:</b></u>			
<u><b>Key Adults:</b></u>			
<b>Review held on Date:</b>			
<b>Attendees</b>			