



## **Behaviour Policy**

Developed October 2016, last reviewed: November 2017

### **Rationale**

At Lancaster Road Primary School we aim to create a welcoming, caring environment where relationships are based on respect. We believe in enabling every child to achieve their full potential and to develop positive self-esteem. The staff at Lancaster Road Primary School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school. As a school we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community.

### **Aims**

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships and respect for each other;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy;

We hope that you will support our approach to behaviour which, we feel, will be of benefit to all.

### **Acceptable Standards of Behaviour**

The staff and children have worked together on our school rules ('It's good to be green' code) which we use to underpin acceptable standards of behaviour. These are based on the basic values of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these values.

### **It's good to be green code**

- We are kind, polite and helpful
- We consider the feelings of others
- We are honest
- We listen without interrupting
- We try our best, work hard and learn from our mistakes
- We look after property

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. The school therefore operates a positive behaviour policy in that children are expected to behave in such a way as to conform to the code above.



## Organisation

At Lancaster Road we wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

Each class has a behaviour chart displayed in the classroom. The chart shows the names of all pupils in the class and has a space for a coloured card behind each name. All children start each day with a green card behind their name. If children misbehave (break school/class rules) then a yellow card will be placed behind their names as a warning that a consequence will be put in place. Most pupils will respond to this warning and move back to green; we expect that most pupils would not move onto a red card.

The children will be subject to the School's Behaviour policy outside of the school grounds if they are: -

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or if any misbehaviour,

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

## Possible rewards for good behaviour

- Positive reinforcements through stickers and certificates highlighting good behaviour and excellent work.
- Weekly celebrations assembly- An assembly to celebrate achievements of children. This will include giving out certificates, looking at excellent pieces of work (appropriate to the child) or achievements of children outside of school time e.g. swimming certificates, football trophies etc.

## Consequences for poor behaviour

- Stage 1 Up to 2 verbal warnings to be given.
- Stage 2 Verbal warning and yellow card. Teacher decides on relevant sanction e.g. miss small amount of playtime. Children are able to work their way off a yellow card but an improvement in behaviour must be significant.
- Stage 3 Verbal warning then move to double yellow card..
- Stage 4 A final warning is given and then the child is placed on a red card. This leads to a loss of playtimes from the moment red card issued. Red card to be reported on CPOMS with a link to Headteacher, Deputy Head, Key Stage Leaders and Pastoral Team if they are working with the child. Parents are to be contacted the same day as any red card and a record of this contact to be confirmed on CPOMS.
- Stage 5 If a pupil reaches stage 4 twice in a week or is disrupting the class so that the teacher cannot teach then they are referred to the Head or Deputy head who may instigate an internal exclusion/isolation. At this stage staff should use the Lancashire Behaviour Tool to ensure all is being done to support the child, including using ABC logs to



try to identify any triggers for the behaviour. The Class teacher, SENCo, Learning Mentor and Deputy/Head teacher will work together to put a Behaviour Improvement Plan (BIP) into place (see appendix 3). A multi agency assessment would be considered at this stage.

- **Stage 6** Any children who continues to exhibit concerning behaviour may be given internal exclusions, fixed term exclusions or those who encounter continued behaviour problems that are not improving or serious breaches of the behaviour code, pupils may be recommended for permanent exclusion.

At every stage children must be given the opportunity to restore the situation and to resolve the problem. This must not be seen as avoiding consequences but be accepted as the children recognising the mistakes in their behaviour and learning from it.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The class teacher is key in communicating with parents as they have the initial responsibility for the child's welfare. Early warning of concerns should be shared with the Headteacher and SENCo so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **Bullying**

Please refer to the Anti Bullying Policy.

## **Screening and Searching**

The school reserves the right to screen or search pupils if it is considered that it is necessary to do so in order to keep pupils and staff safe. The Headteacher will delegate these powers to suitable staff based on the guidance contained in 'Screening, Searching and Confiscation, Advice for head teachers, staff and governing bodies.'

## **Positive Handling**



There may be very exceptional circumstances when physical contact needs to be used to prevent a child hurting themselves or others. Physical contact will only be used when all other behaviour management strategies have failed.

When physical contact is made it will be appropriate to the child's age, stage of development and size.

- Before contact is used the child will be given the option to stop their behaviour/move to another place or the adult will have to use physical contact. Contact will only be used if the child does not stop their violent/ aggressive behaviour.
- The reason for the physical contact will be clearly explained to the child.
- Physical contact will only be used for the minimum amount of time necessary.
- Where possible another member of staff should be present.
- If physical contact is used the incident will be recorded by the acting member of staff and any staff witness and the child (if appropriate).
- If physical contact is used then the parents will be informed.

All children have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

## **Exclusion**

It is the school's policy to try and avoid the exclusion of children as much as possible. It is very much a last resort but the school does reserve the right to use it when necessary. In the first instance an internal exclusion/isolation would be considered, where the child is isolated from their peers for a short period.

A lunchtime exclusion would count as a half day for statistical purposes.