



LILYCROFT PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION:

The Lilycroft Primary School Behaviour Policy has been devised by the whole staff and agreed by the School Council and the Senior Leadership Team.

OUR BELIEF:

We believe that the school should be a happy, warm and welcoming place for children and adults. School should provide all children with a safe and secure environment in which they can achieve their full potential and grow in increasing confidence towards responsible adulthood. We believe that children come to school to learn and that this is best achieved by creating an atmosphere in school in which effective teaching and learning can take place.

OUR AIM:

To ensure that there is a sense of community within school, based on mutual respect and collective responsibility, which establishes and maintains a calm and orderly atmosphere conducive to good learning.

We wish to promote:

Respect for self	Respect for others (children / adults)
Respect for property	Honesty
Trust	Fairness
Self-discipline	Proper regard for authority

There are strategies in place for promoting good behaviour, as well as for dealing with unacceptable behaviour. The children need to be clear about what is expected of them. Staff and parents also need to be aware of their own particular responsibilities and informed of the relevant procedures when action is required. Lilycroft's Home-School Agreement sets out some of these responsibilities and is issued to all parents as children join the school. Our whole school ethos is also promoted through the work the children do in their Health and Personal and Social Education programme, SEAL and the activities of our Learning Mentor, Behaviour and Welfare assistant and through the School Council.

CHILDREN ARE EXPECTED:

- To be punctual and attend regularly.
- To show good manners - this includes holding doors open for anyone following, lining up patiently, waiting their turn to speak and behaving well at the dinner table.
- To speak politely to each other and to staff and visitors in school.
- To develop responsibility for their own actions - not doing anything which will hurt or upset anybody else.
- To show respect for the school premises, school equipment and the property of others.
- To keep school and class rules.
- To develop good attitudes to work and to set high standards for themselves.

ALL STAFF ARE EXPECTED:

- To model appropriate behaviour at all times- this includes punctuality for school and lessons, being well prepared for lessons, dealing with problems without confrontation, showing respect for others.
- To take every opportunity to reinforce acceptable attitudes and behaviour. All staff are part of creating a whole school ethos.
- To exercise a good level of supervision during school hours, ensuring children come into school in a quiet and orderly manner and move around the premises appropriately when changing lessons, coming into assemblies, lining up for dinner etc. This is a responsibility shared by all staff.
- To try constantly to encourage the highest possible standards from each pupil.

SCHOOL RULES: (Appendix A)

STAY SAFE

BE KIND

WORK HARD

These rules have been agreed with the school council and should be on display in each classroom and other areas, as appropriate. Class teachers play a central role in maintaining this system and need to spend some time at the beginning of each new year, or term, discussing them with their pupils as a reminder.

REWARDS AND CONSEQUENCES

POSITIVE RECOGNITION: (Appendix B)

The simplest and most effective means of encouraging good behaviour is the teacher praising the pupil's efforts or good deeds. Teachers of younger pupils may share the good behaviour with the parent in the playground before or after school. Good work is recognised within the classroom through work being displayed in the classroom or on display boards around school, a smiley face may be added to the page or teacher praise etc, and during a weekly praise assembly.

CONSEQUENCES (Appendix c)

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teacher will deal with minor breaches of discipline in a supportive and fair manner, having regard to the age of the child.

Each case of misbehaviour is treated individually according to the child's specific needs. Generally, children are reminded that they are responsible for their own actions and that rule breaking has consequences. Vulnerable and SEN children for whom behaviour is an issue will have specific behaviour plans which outline agreed sanctions. Normal sanctions include an oral reprimand and reminder of expected behaviour. If the behaviour continues, then the agreed consequences will follow.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour and the unacceptable behaviour will be recorded in writing by the teacher and/or the child.

SEVERE MISBEHAVIOUR:

It may be that some behaviour requires immediate reporting to the Key Stage Assistant Head, Deputy Heads or Headteacher. Such misbehaviour might include verbal abuse of staff, non-co-operation, fighting, dangerous conduct, causing deliberate injury to another person, stealing, damage to property, lying, bullying, racism or bringing unacceptable items into school.

The child could be referred to the Learning Mentor, Behaviour and Welfare assistant or external agencies involved to support and encourage behaviour improvement. A Personal Behaviour Plan could be drawn up for these pupils. Usually, parents and carers will be informed and involved.

As a last resort, a child may be excluded from school. This would be for a fixed period of time with the child being reintegrated, after the exclusion, with support from the school, home and, if possible, outside agencies. Official guidelines on exclusions will be followed throughout.

RECORD KEEPING:

It is important that incidents of severe misbehaviour are recorded by the members of staff concerned. Incidents of severe misbehaviour should be recorded on CPOMs. This is to ensure that, in the case of an exclusion, or in the event of any challenge to school procedures, there is clear evidence of the type and frequency of poor behaviour, the involvement of the parents, the strategies used to manage and improve behaviour and any involvement of outside agencies.

CORPORAL PUNISHMENT:

Corporal punishments should NOT be used in any circumstances. Staff need to be aware that the term 'physical punishment' can be widely interpreted and that what they may consider innocent may be considered 'manhandling' by other observers and is, therefore, unacceptable in school.

RELATED DOCUMENTS

Policy on the use of Force to Control or Restrain children
Anti - Bullying Policy
Child Protection Policy
Safeguarding Children Policy
Dinnertime Arrangements

SCHOOL RULES

Stay Safe

Be kind

Work hard

REWARDS EYFS

Smiley faces will be collected on a chart which will be displayed in the classroom.

The children will receive smiley faces for positive behaviour and effort, as appropriate.

10 smiley faces = pick from the treasure box.

REWARDS KS1

The rewards will be the same across the whole of the KS, following on from Reception.

Smiley faces will be collected on a chart which will be displayed in the classroom.

The children will receive smiley faces for positive behaviour and effort, as appropriate.

10 smiley faces = sticker and put a cube in the class cube box.

The class will receive cubes for the cube box for positive class behaviour and effort, as appropriate.

The class and teacher decide together on the class reward when the box is full of cubes.

Good behaviour and effort will be celebrated in assemblies by members of SLT.

REWARDS KS2

Rewarding children for positive behaviour is key at Lilycroft Primary School. Merits will be given to children in all classes throughout KS2 to promote and reward positive behaviour. It is also important that children understand and appreciate the need to work together.

MERITS

- Children will be given MERITS for following school rules (Work hard, Be kind, Stay safe).
- MERITS can be given to any child, by any adult in school, for good behaviour / attitude / work.
- Each class will have a MERITS chart, where children can add the merits that they have been given.
- Each class will have a merits monitor, who will keep a count of all merits given over a term. Merit monitors could keep a tally of the merits children receive each week, and can add them onto the chart at the end of the week.
- Children's merits will be counted over a whole term. At the end of each term, the child in each class with the most number of merits will 'win' a bigger prize, which will be given in assembly.
- At the start of a new term (September, after Christmas and after Easter) the children's merit count will go back to 0.
- MERITS cannot be removed. Once they are given they are permanent. Please see the consequence system for what to do if behaviour deteriorates.

STAR OF THE WEEK

- Each week there will be a theme for 'Star of the Week'; this will often link to the school rules.
- Each week class teachers look for one child to be 'Star of the Week'.
- These children are publically praised in celebration assembly on Fridays by the head teacher.
- The class teacher will write one name in the Star of the Week book, with a reason why the child is Star of the Week.
- The 'star of the week' can either be a surprise to the class/pupil or known about just before assembly starts.

Children in some classes do have particular needs. For these classes, the class teacher and Assistant Headteachers or Deputy Headteachers will agree together if any other reward systems are needed for a period of time. This will be monitored by the Assistant Headteachers, Deputy Headteachers and the class teacher.

APPENDIX C

SANCTIONS EYFS

1. Reminder
2. Warning
3. Time out area, remove name from smiley face chart and put on 'Oops! I forgot the school rules' board, speak with parents
4. Headteacher or member of SLT

SANCTIONS KS1

1. Reminder
2. Warning
3. Time out in another classroom, remove name from smiley face chart and put on 'Oops! I forgot the school rules' board, speak with parents
4. Headteacher or member of SLT

However, there are some incidents where a reminder/warnings are not appropriate and require the child's name to be put immediately on the "oops" face and for parents to be spoken to - such as racism, physical violence etc.

SANCTIONS KS2

All classrooms have a clear, consistent consequence system that involves a 'stepped' approach. At all times, children must be clear that it is the behaviour that is not wanted, not the child. For this reason, it's important to catch a child 'being good' as soon as possible after unwanted behaviour has been picked up on. A child returning to the classroom after timeout must be made welcome and treated no differently to others. This 'repair' is essential. Generally, it's considered that the ratio of positive to negative comments should be a minimum of 5:1. One of the best ways of turning a negative into a positive is to notice someone else who is behaving well.

For repeated or serious behaviour pupils are given a 'cross' or strike. If the misbehaviour continues, further strikes are given in the following order:

1. **1 strike** is given with a verbal warning
2. **2 strikes** are given and children are asked to move within the classroom for timeout. Timeout will be for 2-5 minutes, depending on the age of the child.
3. **3 strikes** are given and the child is sent out of class with a 10 minute egg timer. Children will go to an agreed class for the timeout. Time out of class has to be made up.
4. **4 strikes** - If misbehaviour continues children will be sent to the Assistant Head, Deputy Heads or Headteacher. Again, children will need to make up the time, and work, that they have missed from being out of class. Missed work will be completed at lunch time with a member of senior management.
5. **Strikes will only be accumulated daily.** This means that regardless of behaviour the day before, each child has a fresh start every day.
6. For frequent misbehaviour the Assistant Heads or Deputy Heads will meet with the class teacher to establish any possible triggers and future alternative strategies for the pupil. An IEP for behaviour will be considered.
7. Involve parents.
8. Headteacher.

For persistent misbehaviour, the class teacher will keep a record of all strikes given (including dates, lessons and times) and review this regularly for patterns. This will be discussed with the Assistant Headteachers or Deputy Headteachers. IEPs should be considered if pupils frequently get three or four strikes in a short space of time.

Only one strike can be given at a time however for very serious incidents the strike system can be stopped and additional or alternative consequences given. Whilst all classes follow the above strategies, certain

behaviours have a zero tolerance approach and the most senior members of staff available will always deal with the pupil.

- VIOLENCE TO OTHER CHILDREN
- VIOLENCE TO STAFF.
- VIOLENCE TOWARDS OTHER PUPILS.
- SERIOUS DELIBERATE AND PERMANENT DAMAGE TO SCHOOL PROPERTY.
- RACISM, HOMOPHOBIA OR BULLYING.

If children display any of the above, a senior member of staff will be called. If children are asked to leave and they refuse, teachers will not attempt to force them out of the classroom, as this can make matters worse, a member of the senior management team, or the Behaviour Support Assistant will be called, who can use team teach strategies if necessary, to remove the child.

When things have gone wrong it is important to give children a chance to calm down. If someone is asked to leave the room but won't go they are given 'thinking time' and a clear choice. Pupils are not given further consequences during 'thinking time' unless their behaviour escalates or they refuse to respond after an appropriate amount of time (no more than two minutes).

The teacher will need to consider the age/behaviour of the pupil and the location of the time out space before sending a pupil to another class unescorted by an adult.

TIMEOUT

During 'timeout' the pupil is expected to:

- Complete work linked to behaviour; think about behaviour or completing class work that should be done (if appropriate).
- Sit in silence.
- Sit properly.
- Allow others to learn.
- Eating lunch in the timeout space rather than in the dining hall and being escorted at all times.

PLAYTIME INTERVENTION

Playtime interventions are given to those children who are rude, argue or answer back to adults within the classroom. The class teacher should give consequences to the child (as appropriate) However, the child will also need to spend part of their playtime with the Assistant/Deputy Headteachers. Children will be expected to complete an incident form, stating what they have done wrong, and will talk through their actions with the AHTs before they are allowed to go out.

BEHAVIOUR CHART

If children choose to persistently misbehave in lessons, not do work and interrupt the learning of those in their classroom on a regular basis, children will be put on a behaviour chart. Usually, the Assistant Heads or Deputy Heads will meet with parents to discuss their child's behaviour and the behaviour chart system. A child's behaviour will be monitored every lesson, with a score out of 5 given. Some children may need to gain a score for play and lunch time too. Children will be on a behaviour chart for a minimum of 2 weeks, or until they have proved that they can behave consistently for a period of time. Whenever possible, parents will see the behaviour charts at the end of each day. Children will have to report to the Assistant Heads or Deputy Heads at the start and end of each day, some may need to report at play and lunch times too.

APPENDIX D: LUNCHTIME REWARDS AND SANCTIONS

REWARDS

All the lunchtime supervisors can give smileys / merits to children who they feel have earned one, for example by being kind to others.

SANCTIONS: OUTSIDE

1. Warning
4. Stay with Lunchtime Supervisor until they have cooled down.
5. Sent to Mrs Aziz or Mr Mushtaq
6. Sent to a senior member of staff

SANCTIONS INSIDE

1. Warning
2. Moved to another table
3. Sit on a bench/ stand by the wall for a few minutes to cool down
4. Help Mrs Aziz or Mr Mushtaq inside the dining hall.
5. Sent to a senior member of staff

Mrs Aziz and Mr Mushtaq will deal with children who have made the wrong choices over lunchtime. They will send children to SLT if they displayed extreme behaviour (e.g. fighting)