



Lilycroft Primary School

Behaviour Policy

(Making the right choices)

Written by: Lilycroft Senior Leadership Team, overseen by the Head of School and Executive Headteacher

Approved by Local Governing Body: February 2023

Date of next scheduled review: February 2026

Rationale

Our restorative positive behaviour approach is the foundation for an effective learning and teaching environment in which all members of the school community can feel respected, safe and secure.

We have high expectations at all times for good behaviour throughout our school. We encourage children to be polite, well mannered, dependable and empathetic towards each other in order to become strong members of our community. We expect our children to represent school well whilst on visits, or at sporting fixtures, as well as on their way to and from school. The school behaviour policy is inclusive of all stakeholders.

Our Values

Our vision is to provide a respectful, collaborative and safe environment within our community, where every child feels recognised and valued. Empathy and wellbeing are at the forefront of practice and we always ensure inspirational, high quality teaching encourages our children to be enthusiastic learners who celebrate their successes and achievements.

Aims

- To promote a calm, purposeful and happy atmosphere within our school where strong manners are used.
- To foster respectful, caring attitudes towards everyone and school property.
- To value the opinions of self and others and celebrate our differences within the community.
- Value achievements at all levels and support collaborative learning opportunities.
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout school with parental cooperation and involvement.
- To raise children's self-esteem, belief and overall wellbeing through the actions they take.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.

- To help children, staff and parents have a sense of direction and a feeling of common purpose.

School Rules

**STAY SAFE
BE KIND
WORK HARD
KEEP ACTIVE**

These rules have been agreed with the School Council. 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.

The Role of Staff

- 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 using the correct language. All staff are part of creating a whole school ethos centred around the wellbeing of everyone.
- 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.

The Role of Parents:

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We expect all parents to support their child's learning and to co-operate with the school by supporting this policy.
- If the school applies reasonable sanctions to punish poor behaviour, parents should support the actions of the school.
- If a parent has a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT) or Head Teacher. If these discussions cannot resolve the issue, the parents should follow the school's complaints procedures.

The Role of Governors:

- The Governing Body has the responsibility for setting out the school's expectations regarding behaviour and bullying.
- The Chair of Governors is informed of each suspension.

School House System

Each child is part of a school house (developed through pupil voice). Each house has a House Prefect from Year 6, who is voted for at the beginning of the academic year. There will also be an elected Deputy House Prefect who will shadow the role with the House Prefect and move into the role the following year. Their points are accumulated weekly. House totals from each class will be collated by Prefects and displayed in the hall. This will be shared in celebration assemblies and at the end of each half term, the house with the most points earns a choice of reward activity which is funded by school. Pupils will work regularly in their houses across various school and inter-school events.

The school houses at Lilycroft are: **Red** **Yellow** **Green** **Blue**

Each class will have a House Point chart (Appendix A) which tracks all pupils' positive behaviours visually on a daily basis. The most effective way of promoting good behaviour is by praising pupils' good work attitude or ideas for all to see. Each time a child is recognised for positive attitudes and learning behaviours, they will receive a house point and this will be added on to the House Point chart for the week. The total for the week will go towards the half-termly reward. Children who go above and beyond for their house each week will be rewarded with an invitation to 'Friday Treats' (see below).

Rewards for Positive Choice of Behaviour

- House Points- to be given to children daily - for displaying the school values in class and around the school. Children may be awarded a house point by any member of staff.
- House Points are rewarded at break and lunch times by any staff member for following the Aims and School Rules.
- At the end of each half term, the house with the most points earns a choice of reward activity.
- Star of the Week - to be given to one child per class and celebrated during weekly Celebration Assemblies
- Star of the Week to be shared in the School Newsletter weekly
- Phone calls home to celebrate positive behaviour are also regularly made.
- Head of School/Executive Headteacher's Awards - to be given to children in recognition of their success and to be celebrated during our weekly Celebration Assembly.
- Star of the Week or children who have made other significant contributions to their class House that week will be invited to 'Friday Treats' with the Head of School on Friday afternoons to celebrate their achievements.

If children are making the wrong choices

Wrong choices should be addressed as they arise, by any member of staff.

In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up. This is a reminder.

In cases of repeated low-level behaviours or medium and high-level behaviours, staff should decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour as soon as is possible. Parents and carers can request to see their child's behaviour records, but cannot be shown names of other children involved.

Appendix B outlines the types of behaviours at low, medium and high level. These are not as an exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve. All staff are responsible for supporting the choices children make and for logging behaviour incidents on CPOMs.

Discussion and reflection

Through the discussion and reflection on wrong behaviour choices, at all levels, develops an understanding for the child and the staff member. All staff have received training to understand how to guide children to make the right choices. The following discussion points appropriate to their age/stage e.g. should be included:

- What has happened?
- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is this an important reason? (e.g. safety)
- What choice should you make (and why)?
- Why are you making the wrong choice (if they know what the right choice is and why it is the right choice)? NB. Often this will come down to an emotional/social reason
- What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Staff are to use de-escalation techniques as appropriate (see Appendix C).

Individual Behaviour Support

If children choose to persistently take wrong behaviour choices they will be put on a behaviour 'check in' report (Appendix D). A member of SLT will meet with parents and the child to discuss their child's behaviour and the individual behaviour report.

A child's behaviour will be monitored every lesson, breaktime and lunchtime with a tick for good behaviours or a cross for a negative response to learning. Children will be on a behaviour check in report for a minimum of 2 weeks, or until they have proved that they can behave consistently for a sustained period of time, by achieving an agreed score consistently. Whenever possible, parents will see the behaviour check in report at the end of each day. Pupils may have to report to SLT, at the start and end of each day. It may be more appropriate for some children on a behaviour report to take on

additional responsibilities or jobs in school during break and lunch times instead of going outside to support positive attitudes and coping strategies. This will be assessed on an individual basis.

Fixed-Term & Permanent Suspensions


Only the Executive Head Teacher or Head of School have the power to suspend a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also suspend a pupil permanently and look to re-school a pupil into another school within the Priestley Academy Trust. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Head Teacher suspends a pupil, they will inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the Governing Body about any permanent suspension and about any fixed-term suspension beyond five days in any one term.

Our Weekly House Points

Appendix B: Levels of Behaviour

Behaviour	Low (give 1 x reminder and a 1x warning before taking action)	Medium	High
	<ul style="list-style-type: none"> • Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misuse equipment (no damage) • Not lining up • Pushing • Littering • Risky play 	<ul style="list-style-type: none"> • Not accepting responsibility • Vandalism/graffiti (low cost) • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name calling/teasing • Refusal to complete work • Disrupting whole class • Rude to adults • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset (one off) • Swearing (reaction/to shock) • Leaving classroom 	<ul style="list-style-type: none"> • Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Show/touch private parts • Discriminatory language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Disruption stops learning • Running away/ around school • Risk to safety • Swearing (intimidate/ threaten) • Bullying (repeated actions to upset) • Stealing • False accusations against staff • Fighting • Refusal to leave/ blocking room • Open defiance to staff • Derogatory to peers/staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave premises • Risk of/actual injury to others
Follow Up Action(s)	Discussed with familiar adult in class/lunchtime supervisor on duty	Discussed with SLT	Discussed with Head of School/Executive Headteacher
		Parent informed by class teacher	Parent informed by SLT
	<ul style="list-style-type: none"> • Discussed with adult • Missed playtime with specific adult on duty • Restorative action/ reflection 	<ul style="list-style-type: none"> • Discussed with adult • Missed playtime with SLT • Restorative action/ reflection (including child's written account) 	<ul style="list-style-type: none"> • Discussed with adult • Missed playtime with Head of School • Restorative action/reflection
		<ul style="list-style-type: none"> • Discussed with SLT • Individual check in Report • Behaviour review meeting 	<ul style="list-style-type: none"> • Discussed with SLT • Time out of class • Individual check in Report • Behaviour review meeting
			<ul style="list-style-type: none"> • Discussed with Head of School/Executive Headteacher • Risk of suspension meeting • Internal suspension • Fixed term suspension • Permanent suspension • Contact police

This is a best fit model and children with a specific need should receive intervention on an individual basis using teacher judgement.

Appendix C: De-Escalation Techniques

- Calm stance
- Calm talking
- Consequence reminder
- Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Oops is OK
- Options offered •Patience
- Planned ignoring
- Reassurance
- Reminders about consequences
- Step away
- Success reminders
- Swap adult
- 'Talk and I will listen'
- 'When you are calm I will listen' • Time to think
- Verbal advice and support
- Withdrawal directed
- Withdrawal offered
- Other de-escalation

Appendix D – Check in Reports KS1 and KS2

Each part of the day will be rated according to your focus and you will be given a score for how well you have achieved your focus.
1—not at all
2—sometimes
3—always

My focus is to: **Not run off out of the school building**

I will hold up my ticket when I need to leave

I will understand when I am allowed to leave – not because I am bored

I will go with an adult to my safe place

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Seen by	Expected behaviours
Monday									Kindness to others Speaking nicely Respect Tolerance Understanding Empathy Letting others join in Keeping hands and feet to yourself Ignoring others making negative comments Positive role model Listening to adults Showing good manners at all times
Tuesday									
Wednesday									
Thursday									
Friday									

Reflection on the week by the child:

Comments on the week, by class teacher:

Reviewed by:

Recommendations:



Check In Card



Name

Each part of the day you will get a tick or cross based on your targets.
 If I get all ticks throughout the day I can have colouring time at the end of the day for 15 minutes
 If I get ticks all week I can have some time choosing for 30 minutes

My focus is to: Listen to the adults when I am told

I will listen to the grown ups and do as they ask

I will use kind words not violence

I will speak to an adult if I have a problem

I will not hurt my peers through violence or unkind words

I will finish my work on time

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Seen by	Expected behaviours
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Check In Card



Reviewed by:

Recommendations:

Name