



Lilycroft Primary School

Behaviour Policy

(Making the Right Choices)

Written by: Lilycroft Senior Leadership Team
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(updated on 14.07.25. by LH)

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.

Restorative practice is key in aiding children to understand the impact of their actions and learn how to do things differently.

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.
- To value achievements at all levels and support collaborative learning opportunities.
- To encourage increasing independence and self-discipline so that each child 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 and other adults in school 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 children as a reminder.

The Role of All Adults in School

- 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 child.

The Role of Parents/Carers

- The school works collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school.
- We expect all parents/carers 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/carers should support the actions of the school.
- If a parent/carer 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). 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 5/6, 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 of 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. Children will work regularly in their houses across various school and inter-school events.

The school houses at Lilycroft are:

Rashford

Malala

Thunberg

Attenborough

Each class will have a House Point chart (Appendix A) which tracks all children's positive behaviours visually on a daily basis. The most effective way of promoting good behaviour is by praising children's 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.

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 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 two children 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.
- Headteacher's Awards - to be given to children in recognition of their success and to be celebrated during our weekly Celebration Assembly.

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/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

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, 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 make 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 1 = 'not at all' 2 = 'sometimes' or 3 = 'always' being awarded according to individualised targets set. 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. Children 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 Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also suspend a child permanently and look to re-school a child into another school within the Priestley Academy Trust. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a child, they will inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher 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 Headteacher informs the LEA and the Governing Body about any permanent suspension and about any fixed-term suspension beyond five days in any one term.

Partial Timetable

In exceptional circumstances, and for a period of time of up to six weeks, a partial or reduced timetable may be considered if it meets the needs of the child at that time. The right level of support will be given to the child at all times and we will maintain a close working relationship with parents/carers.

Consequences

All behaviour – both positive and negative have consequences. All negative behaviours, that are in breach of the school rules will result in negative consequences for the child who has made the wrong choice. Staff will be consistent when explaining and enforcing school rules. Expectations will be high and unacceptable behaviour will be challenged. When children misbehave, this will be dealt with promptly, predictably and with confidence to maintain a calm and safe learning environment for all.

For all medium and high-level misbehaviours (see appendix B), an appropriate consequence should be expected. Each consequence should be appropriate to each individual situation and designed to be restorative in its approach and result in a reduction of the inappropriate behaviour.

Examples of consequences:

- Apologise to the adult/child they have been rude to.
- Write an apology card/letter to the adult/child they have been rude to.
- Redo a task if it initially wasn't done well enough.
- Spend break/lunch time with an adult (in addition to restorative practice conversation).
- Complete unfinished work in own time – break/lunchtime.
- Help mend something they have damaged.
- Tidy up an area if they have made a mess.
- Have privileges/roles in school removed.
- Meet with parents/carers along with SLT.
- Given a 'check-in' card for a minimum for two weeks.
- Put on a behaviour contract.

Playtimes and Lunchtimes

Our outdoor spaces are places of fun and when children access these spaces, we value this time as an integral part of the school day. Staff in these outdoor spaces ensure that children are happy and safe by identifying concerns with behaviour quickly. On occasions, when children are displaying behaviours which are not safe or being unkind to others, staff act quickly. When serious incidents occur, the following is put in place to support:

- Child/children are withdrawn from the outdoor space for a period of time.
- Child/children are directed during breaks and lunchtimes for a period of time.
- A risk assessment is placed around the child with certain provision e.g. a key worker, early end time from the outdoor space, given specific areas to play in.

Children whose behaviour at lunchtime is persistently disruptive may also be suspended from the school premises for the duration of the lunchtime period.

Children with SEND

We know our children very well because we take time to understand their individual needs. It is important that a child with SEND understands, at their own level, what constitutes appropriate behaviour in school and at home. We recognise that one policy does not work for all children, especially those who have specific difficulties. Staff may have to make reasonable adjustments in these circumstances, and plans and support strategies will be put in place with the support of the SENDCo and parents/carers to ensure progress is made emotionally, socially and academically.

A reasonable adjustment does not mean that we lower our expectations. It means that for some children, additional support is required to ensure they meet the high expectations that we have of our children.

Relational Practice

Relational Practice focuses on fostering strong, positive relationships between children, teachers and peers to support emotional well-being and create a safe, supportive learning environment. This approach emphasises empathy, trust, and open communication, recognising that positive relationships are key to pupil engagement and success.

Daily Check-in Boxes is a practical tool we use within relational practice. They allow children to express their emotional state without pressure. Every day, children have the opportunity to choose:

1. **I'm okay, I don't need to talk** – This signals the child feels emotionally stable and does not require immediate support.
2. **I'm not okay, I do need to talk** – This allows children to indicate they are struggling emotionally and need someone to talk to, helping staff provide timely support.

These check-ins encourage self-awareness, emotional literacy, and offer a proactive way to address mental health, creating a more inclusive and caring school environment.

Positive Handling Policy

<https://www.priestley.academy/policies/>

Appendix B: Levels of Behaviour

Behaviour	Low (give 1 x reminder and a 1x warning before taking action)	Medium	High
	• 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	• 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	• 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 Headteacher
		Parent informed by class teacher	Parent informed by SLT
	• Discussed with adult • Missed playtime with specific adult on duty • Restorative action/ reflection	• Discussed with adult • Missed playtime with SLT • Restorative action/ reflection (including child's written account)	• Discussed with adult • Missed playtime with Head of School • Restorative action/reflection
		• Discussed with SLT • Individual check in Report • Behaviour review meeting	• Discussed with SLT • Time out of class • Individual check in Report • Behaviour review meeting
			• 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
- Planned ignoring
- Reassurance
- Reminders about consequences
- Step away
- Success reminders
- Swap adult
- 'Talk and I will listen'
- 'When you are calm I will listen'
- 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
Tuesday									Understanding Empathy Letting others join in
Wednesday									Keeping hands and feet to yourself Ignoring others making negative comments
Thursday									Positive role model Listening to adults
Friday									Showing good manners at all times

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 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: 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
Monday									Kindness to others Speaking nicely Respect Tolerance
Tuesday									Understanding Empathy Letting others join in
Wednesday									Keeping hands and feet to yourself Ignoring others making negative comments
Thursday									Positive role model Listening to adults
Friday									Showing good manners at all times

Reflection on the week by the child:



Check In Card

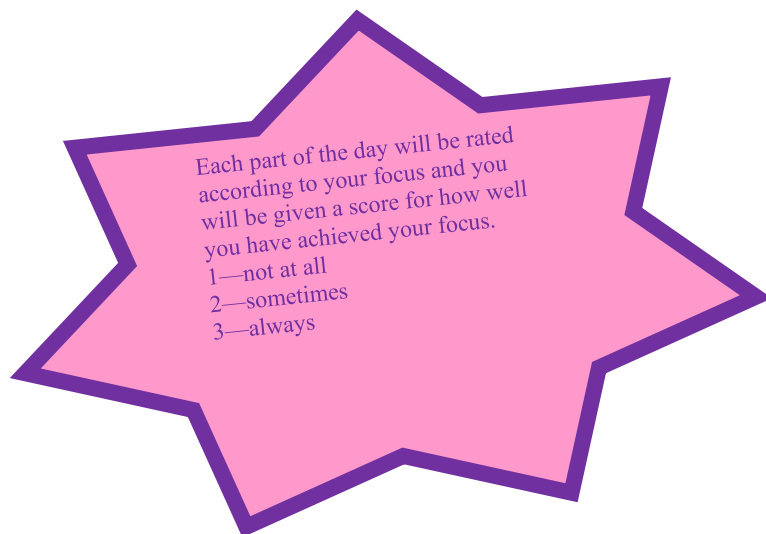


Reviewed by:

Recommendations:

Name:

Week commencing: _____



	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Seen by	Expected behaviours • Speaking nicely to others • Working as a team • Listening to the input of lessons • Raising my hand to speak during the input of lessons • Trying my best to complete my work during the lesson • Making the most of my learning time
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

If a score of 15 or more is achieved during the day, 20 minutes of choosing time (colouring, craft, etc.) will be given at the end of the day.

Reflection on the week by the child:

Comments on the week, by class teacher:

Reviewed by:

Recommendations:



Reward Chart



Name:

Week commencing: _____

Reward Chart

Name: _____
Week commencing: _____

1 = not at all
2 = sometimes
3 = all the time

	Break	Lunchtime	Expected Behaviours
Monday			1.Using kind words
Tuesday			2.Keeping my hands and my feet to myself
Wednesday			3.Telling an adult when someone has been unkind to me
Thursday			4.Playing 'safe' games
Friday			

Reflections on the week by the child:

Comments on the week by class teacher:

Reviewed by:

Recommendations: