Lilycroft Primary School

Behaviour Policy

(Making the Right Choices)

Written by: Lilycroft Senior Leadership Team
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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.

Reward Postcards – Celebrating Our RESPECT Values

To promote and celebrate positive behaviour, reward postcards will be used to recognise children who consistently demonstrate our **RESPECT values**. Postcards will be written to clearly explain how the child has shown respect through their actions, attitudes, or conduct. Any adult in school may award a postcard to any child they feel is worthy of recognition. This ensures that positive behaviour is noticed and celebrated across all areas of school life. Postcards will be sent home with the child to share their achievement with families and to strengthen the partnership between home and school in promoting our RESPECT values.

Making the Wrong Choices

Wrong choices should be addressed as they arise by any member of staff.
In many cases, simple behaviour and classroom management strategies will be effective in reminding children what they should be doing, for example: 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 considered a reminder**.**
In cases of repeated low-level behaviours, or medium- and high-level behaviours, staff should determine the appropriate level of follow-up action in line with the *Levels of Behaviour* guidance (Appendix B). Incidents must be recorded on CPOMs, and parents/carers and SLT informed as determined by the level of behaviour as soon as possible.
Parents/carers may request to see their child's behaviour records; however, names of other children involved will not be shared.
Appendix B outlines examples of behaviours at low, medium and high level. This is not an exhaustive list but provides guidance regarding the level of seriousness, required follow-up action and who should be informed. All staff are responsible for supporting children to make positive choices and for logging behaviour incidents on CPOMs.
Consistency in approach is key.

Levels of Behaviour – Follow-Up Actions

1. Low-Level Behaviour

Low-level behaviours may include talking during lessons, not completing work, low-level disruption or similar conduct.

Children displaying low-level behaviour will:

- Remain in their own classroom during the following break time
- Be supervised by their class teacher
- Use the time to complete unfinished work or reflect briefly on expectations

Restorative Practice (RP) breaktimes will not be used for low-level behaviour consequences.

2. Medium-Level Behaviour

Restorative practice break sessions are for medium-level behaviours**,** such as:

- Fighting
- Swearing
- Refusal
- Repeated behaviours following reminders

When attending an RP session:

- Children must take a restorative reflection form with them (forms stored in classrooms).
- During the session, children will complete the form and reflect on:
    - What happened?
    - What was the wrong choice you made?
    - What is the right choice?
    - Who was affected?
    - How will you put this right?
    - How will you make the right choice in the future?

This written reflection forms the basis of the restorative conversation with staff.

A slip will be sent home for parents/carers following the session to ensure communication and partnership.

Restorative conversations should be centred around British Values and protected characteristics, reinforcing respect, tolerance and understanding. Relevant posters should be displayed and referred to during discussions.

Escalation Process

If a child attends three RP sessions for the same reason**,** the next step is a meeting with SLT

This will include:

- A further restorative conversation with the child
- A joint phone call home to parents/carers

Class teachers must:

- Keep a log of children attending RP sessions
- Inform SLT when a child is sent to RP and clearly state the reason

Staff should refer to the *Levels of Behaviour* chart to ensure consistent decision-making

Discussion and Reflection

Discussion and reflection on wrong behaviour choices, at all levels, supports understanding for both the child and the staff member. All staff have received training to guide children in making positive choices.

The following age-appropriate discussion points 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)?
- If you know the right choice, why are you making the wrong choice? *(Often this relates to emotional or social factors.)*
- What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Staff should 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 in 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	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)	**Class teacher** **Other adult in class**	**Class teacher** **Other adult in class** **SLT**	**Class teacher** **Other adult in class** **SLT** **Headteacher**
	After the adult has given one reminder and one warning: • Discussion with adult around behaviour and implications • Complete work in class during the following break time	• Restorative practice session the following break time • Child completes restorative form during session • Class teacher gives form to parents at the end of the day • 3 RP sessions for same reason – child sent to member of SLT • Member of SLT and child phone home to speak with parents	• Child is immediately taken to Headteacher or another member of SLT • Face-to-face behaviour meeting with parents and child
		• Individual check in card • Behaviour contract	• Time out of class • Individual check in card • Behaviour contract • Behaviour review/risk of suspension meeting
			• Discussed with SLT/DOSI/CEO • 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



My focus is to:

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Seen by	**Expected behaviours** 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
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Reflection on the week by the child:
Comments on the week, by class teacher:
Reviewed by: Recommendations:

THE PRIESTLEY ACADEMY TRUST
BE THE CHANGE

LYCROFT PRIMARY SCHOOL

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



	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Seen by
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

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

Reflection on the week by the child:
Comments on the week, by class teacher:
Reviewed by: Recommendations:

THE PRIESTLEY ACADEMY TRUST
BE THE CHANGE

ILLYCROFT PRIMARY SCHOOL

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 2.Keeping my hands and my feet to myself 3.Telling an adult when someone has been unkind to me 4.Playing 'safe' games
Tuesday			
Wednesday			
Thursday			
Friday			

Reflections on the week by the child:
Comments on the week by class teacher:
Reviewed by: Recommendations: