



## Lytham C.E Primary School BEHAVIOUR POLICY



<b>Policy Leader:</b>	Mrs. H. Willott
<b>Policy adapted:</b>	September 2016
<b>Review dates (and amended if required):</b>	September 2017
<b>Last adopted by the Governing Body:</b>	Full Governing Body Autumn 2016

Our School Behaviour Policy is underpinned by our mission statement:

*'To inspire everyone in our school family to be the best they can be within our caring Christian Community.'*

**Our Mission Statement:**  
To inspire everyone in our school family to be the best they can be within our caring Christian community

**TOGETHER WE GROW WITH GOD**

2 Peter 3:18  
"Grow in the grace and knowledge of our Lord and Saviour Jesus Christ."  
Our Christian values shine through everything we do.

Our school has a positive Christian ethos and our Christian values shine through everything we do. We encourage pupils to exercise self-control through promoting good behaviour, raising morale and self-esteem, by operating a system of praise and reward.

We encourage the highest standards of behaviour and recognise that the implementation of our Behaviour Policy requires the active involvement and cooperation of each member of our school community: pupils, parents and carers, governors, trustees, teachers, non-teaching and welfare staff.

### **Aims**

- To practise our Christian values of love, determination, faith, forgiveness, friendship, honesty, responsibility, service and thankfulness.
- To create a happy, caring, family atmosphere where everyone feels safe and valued
- To provide a positive learning environment that encourages children to achieve the maximum success in all they do
- To teach values and attitudes, including responsible behaviour, self-discipline and respect for themselves, others and property
- To treat problems that may occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour
- To help make clear, to children, the distinction between minor and more serious offences
- To understand the reasons why children may misbehave, and support those children for whom behaviour is a specific difficulty
- To support children in making positive choices about their behaviour

### **Rewards**

Our Behaviour Policy is based on positive reinforcement. Rewards and incentives are available for all children.

- House Points – all the children are grouped into four houses: Ballam, Clifton, Mythop and Westby. House points are awarded for academic achievement, demonstrating Christian Values, positive attitude etc. They are collected by the House Captains each week and a trophy awarded to the winning house during weekly Celebration Worship. House Captains deliver termly House Assemblies to reinforce good behaviour.
- ‘Star of the Week’ certificates are awarded by class teachers. These may be awarded for good behaviour and attitude as well as good work. Parents are notified on the weekly newsletter.
- Children who display good behaviour in the dining room are invited to the weekly ‘Top Table’ where they have lunch at a specially decorated table with a member of staff, and receive a certificate.
- Class Dojos are used in classes and parents are encouraged to log on and track children’s achievements.
- Stickers, certificates and praise postcards are widely used by staff and SLT
- A ‘Traffic Light’ system is used in KS2 and children who have remained on ‘green’ all week are rewarded with an extra playtime on Wednesday afternoon.

### **Unacceptable behaviour**

The Headteacher, Staff and Governors consider the following to be unacceptable behaviour:

- a) Violence or physical aggression towards anybody within the school community eg. fighting, kicking, pushing, biting, strangling, scratching and anything else which upsets or harms another person.
- b) Verbal abuse, including swearing at, or in the presence of, anybody within the school community. This includes deliberate rudeness and insolence when reprimanded.
- c) Deliberate damage to personal or school property.
- d) Stealing
- e) Racist behaviour
- f) Homophobic behaviour
- f) Spitting
- g) Repetition of minor offences, especially after being told to stop
- h) Telling lies
- i) Running in school
- j) Behaviour in the classroom which interrupts learning

### **Dealing with unacceptable behaviour**

Behaviour incidents should always be dealt with in a caring manner and in the context of our Christian Values. We recognise that it is the **behaviour** which is unacceptable and not the **child** themselves. Children should be supported in making positive choices, and made aware of the consequences of making poor choices.

All staff have responsibility to deal appropriately with incidences of inappropriate behaviour. This may involve talking with the child/ren concerned, and imposing appropriate sanctions eg time out from playtime.

More serious, or repeated incidents should be reported to the Key Stage Leader. Parents may be contacted and invited into school to discuss the behaviour and discuss ways of improving it.

More serious incidents, or continued repeated minor incidents, should be referred to the Headteacher or Deputy Head. The behaviour may then be discussed with the SENDCO and/or FLM to identify possible causes, and a plan put in place to support the child in making good choices about their behaviour. Where behaviour continues to be a concern advice may be sought from other agencies eg Stepping Stones Short Stay School.

### **Sanctions**

Sanctions used are appropriate to the behaviour and the age of the child, and may include:

- A reminder of the expected behaviour and our Christian Values
- Asking the child to:
  - Repeat inappropriate action correctly eg walk down the corridor
  - Apologise, verbally or through a written letter of apology
  - Finish work in own time
  - Repair damage/clean up mess
- Time out, including loss of free time, such as playtime
- Moving to sit alone

- Confiscation of items being used inappropriately, until the end of the school day
- Being sent to a member of SLT
- In KS1 teachers use red dojos on Class Dojo as a sanction and to inform parents of the misdemeanour.
- IN KS2 the Traffic Light system is used. Children will be placed on amber and given an amber letter for breaking one of the agreed promises. A red letter will be issued for repeated breaking of the promises. Children miss 5 minutes of Golden Playtime if they have an amber letter, and the whole playtime if they have a red letter.

Parents will be involved if problems persistently recur or in the case of serious incidents.

### **Specific expectations and organisation of the school day**

a) **Before School Opens**

The School will only accept responsibility for the children at 8:45am, 10 minutes before school begins at 8:55am. The doors to both KS1 and KS2 will be opened at 8:45am by staff on duty and children allowed into school. No ball games in the morning before entering school. No children are allowed on trim trails at all, before or after school. Staff on duty will ensure that gates are closed and outside doors are locked at 8:55am.

b) **Worship**

The children are expected to enter and leave assembly without talking and are encouraged to participate and respond through active involvement, or listening to and joining in worship.

c) **Lesson Times**

In class the children should pay attention and concentrate at all times. They should listen to their teacher or visitors. Children who continually show unacceptable behaviour in class should be reported to the Key Stage Leader.

d) **Playtime**

Whenever possible the children will play outside. The decision about inside or outside play is made by the Duty Teacher. The same standards of behaviour are expected throughout the school day, playtime and lunchtime included. At the end of playtime the children should re-enter school in a reasonably quiet manner and without running. The teacher on duty will ensure the outside door is locked at the end of playtime. The rules for KS1 and KS2 playtimes are discussed regularly with the children and are as follows:

**KS1**

- Playground equipment can be taken outside at playtimes and lunchtimes. Each class has their own box which they are responsible for.
- The children should choose and use the colour coded equipment out of their own class box.
- Every child should be encouraged to use the equipment.
- If the ground is dry then the children are allowed to use the trim trail with an adult supervising.
- The children are allowed to throw, catch and kick balls.

- Football or other kicking games should be played outside Miss Harter's classroom on the left hand side of the playground or on the field if it is dry.
- Children are allowed to play with the equipment on both the playground and on the field.

### **KS2**

- Equipment to be used for intended purpose.
- Only one football game which is to be played in the marked centre third area only.
- No throwing a ball from one end of the playground to the other.
- Teacher on duty will decide if grass is dry enough for children to use.
- No one in school at playtimes unless they have asked permission and have a 'Playtime' pass.
- When the whistle blows children stand in silence and are called in class by class by the teacher on duty.

#### e) **Wet Playtime**

The teachers are responsible for ensuring that there are activities available to occupy the children during wet playtimes. The teacher and TA on duty should patrol the classrooms.

#### f) **Lunchtime Organisation**

Welfare Assistants are encouraged to:

- i) talk to the children and take an interest in them as individuals.
- ii) take a positive attitude towards the children
- iii) teach or continue simple playground games already known by the children eg. using the playtime activity boxes equipment, trim-trails etc. and ensure safe/correct use of these
- iv) Follow and uphold procedures set out by teaching staff for playtimes

Class teachers are responsible for ensuring that there are activities available to occupy the children during wet lunchtimes, and discussing expectations with the children.

#### g) **P.E. / Games / Swimming**

Children should be supervised by their teacher when getting changed for P.E. or games. For safety reasons sensible behaviour is vital during P.E. or games lessons or at the Swimming Baths. Children who create danger by their behaviour should be given a reminder and, if necessary, made to leave the lesson.

#### h) **Church Services / Educational Visits**

Children should understand that they are 'ambassadors' for school when they are out and about in the community. They should behave in a safe and respectful manner. Potential behaviour issues should be identified and addressed through the Risk Assessment.

The children should be respectful in church. Positive behaviour is modelled by the staff.

### **Guidance for children**

Behaviour expectations and Christian Values are displayed in every classroom, and are regularly discussed with the children. Children are taught explicitly about behaviour

choices in PSICHE lessons. The RE curriculum teaches children about Rules for Living and how to live as Jesus would want us to.

### **Exclusion**

As a last resort a child who constantly misbehaves will be excluded from school or from school lunchtimes for a fixed period of time. The following facts must be taken into consideration.

- a) This action is as a last resort. Many other recorded strategies have been tried.
- b) The parents have been fully informed of misdemeanours and attempts to change the behaviour.
- c) Support of outside agencies has been sought
- d) The Chairman of the School Governors is aware of the situation.
- e) The correct Exclusion Procedures are carefully followed using County Guidance.

If a fixed term exclusion does not help to solve the problem, a permanent exclusion may follow.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that the school will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

### **REPORTING / RECORDING**

All teaching staff have access to CPOMS online monitoring system. Any incidences of unacceptable behaviour are recorded on CPOMS and monitored by relevant school staff. Parents will be informed of serious or repeated bad behaviour, and invited into school to discuss strategies.

### **ROLES AND RESPONSIBILITIES**

The governing body is responsible for setting general principles that inform 'the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. She decides the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking

the rules and rewards for good behaviour. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

The Family Learning Mentor works with children who are having difficulties with aspects of behaviour. This might be on a one-to-one basis or by provision of small group activities. The FLM will work with families to support them in managing and improving behaviour. The CAF process may be used if appropriate.

The SENDCO will work with class teachers to provide programmes for children who have an identified need which impacts on their behaviour. These children may also have a Pupil Passport which identifies the need and the support given to the child.

### **Consultation, monitoring and evaluation**

All staff and governors have been consulted in the writing of this policy. It will be monitored and evaluated annually. It is available on our school website for all parents and stakeholders. Hard copies can be available on request.

### **Procedure for complaints against a member of staff**

The school's 'Complaints Procedure' is available on the school website. Hard copies are also available.

1. All complaints about the use of force are thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
4. Suspension is not an automatic response if a member of staff has been accused of using excessive force. The 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance is referred to if an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without thought.
5. The School will consider carefully whether the circumstances of the case warrants a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate..
6. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
7. The Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, our school and the local authority have a duty of care towards our employees. Our school will provide appropriate pastoral care to all members of staff.