

# Lower Kersal Primary School

## Behaviour Policy



Written by	S Steward
Approving Committee	Health and Safety
Intended Audience	Staff, Parents, Pupils
Review date	July 2025

Version	Reviewed by	Date Approved	Changes made
1.2	AR	15.07.20	Addition of Coronavirus addendum
1.3	DR	20.07.21	Edits to Coronavirus addendum in line with school RA and Government guidance Addition of homophobic and sexist bullying, language or behaviours  Ref to outbreak plan
1.3	DR	28.02.22	Addition of actions towards sexual violence and sexual harassment
1.4	SS	1.04.22	Full review to reflect 4 school values. Addition of school routines.
1.5	AR	03.05.22	Addition of process for supporting pupils with SEMH and behavioural needs.
1.6	AR	07.07.22	Amendment to appendix 1- behaviour charts.
1.7	DR	19.10.22	Addition of appendix 2 – Monster Points
1.8	DR	15.05.23	Addition of 'Pay Day' Reward – appendix 3
1.9	SS	13.06.23	Update to routines & rewards
2.0	DR	03.11.23	Addition of SLT consequence
2.1	DR	30.11.23	Addition of Appendix 4 – 'Time-Out' Guidance
2.2	SS	4.06.24	Annual review; clarification of logical consequences
2.3	DR	03.07.25	Changes to reward system Addition of Break and Lunch guidance

At Lower Kersal Community Primary School, we believe that every child has a right to an education and that every teacher has a right to teach. It is therefore imperative that we all have high expectations of children's behaviour and that we are consistent in the way we manage children's behaviour. We expect the children to respect each other, adults, property and display good manners. We will not accept foul language, verbal or physical abuse.

Whilst we have pride in the behaviour of the majority of our pupils we do have a minority whose behaviour does not always meet with our expected standard. It is therefore vital that we recognise these behaviours and develop strategies for dealing with them. Whilst occasional reprimand is required from time to time our behaviour policy focuses on praise and the fostering of good relationships.

### **AIMS OF THE POLICY**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To help our pupils develop positive attitudes towards school and their own learning.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear to ensure safety.
- To raise awareness about appropriate behaviour.

### **SCHOOL VALUES:**

We believe that every member of our school community should strive to meet and maintain our school values.

## **NURTURE, RESPECT, ASPIRATION, ACHIEVE**

### **What do these values look like?**

#### **Pupils:**

- Show respect for school property, each other and all adults by taking responsibility
- Take pride in learning and try hard to complete tasks
- Be kind to other people
- Walk around school - inside and out and enter/leave assembly quietly
- Show manners and politeness
- Not to interfere/distract other classes when walking around the school
- Pupils do not use/demonstrate racist, homophobic, biphobic, transphobic or sexist bullying, language or behaviours
- Have resilience to keep trying and a desire to get better
- Celebrate their own and each other's successes

**Staff:**

- Expect high standards of uniform
- Provide each child with opportunities to succeed
- Give effective feedback that will enable each child to succeed academically and personally
- Expect and facilitate a calm/purposeful/well-ordered classroom atmosphere stressing classroom safety
- Be consistent and fair in their dealings with pupils
- Lines are expected to be quiet in and out of school
- To go out punctually when on duty
- Racist, homophobic, biphobic, transphobic or sexist bullying, language or behaviours are not tolerated and will be challenged and investigated appropriately and logged on CPOMS
- Any kinds of sexual violence or sexual harassment is not tolerated and will be challenged and investigated appropriately and logged on CPOMS
- Display class values prominently and discuss/refer to them daily
- Every teacher has exactly the same expectations.
- Inspire pupils to want to do well and celebrate their successes

**Positive Behaviour Management**

The best results in terms of promoting positive behaviour arise from utilising positive behaviour management strategies. Listed below are a range of strategies which are proven to be effective in positive behaviour management;

- Having clear consistent school routines (see appendix) that all staff implement, all of the time.
- Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running."
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips.
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What- "Where should you be?" (In my seat) "What should you be doing?" (My work).
- Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand- a quiet word rather than a public confrontation.

- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

## REWARDS

We believe that staff should recognise, encourage and reward good behaviour.

Whole school:

- House Points (appendix 2)
- House events
- House Points to earn certificates/rewards/treats
- Weekly Class Teacher Certificates – 'Star of the Week'
- Annual Prize Assemblies
- Annual House champion events
- HT special stickers
- Opportunities taken to share good work/behaviour/achievements with parents and other staff

## SANCTIONS

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our school expectations. As with matters relating to reward, consistency and fairness are vital in the application of sanctions, which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

1. Gentle reminder about behaviour expectation,
  2. Warning,
  3. Consequence
- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
  - Make clear that it is the behaviour which is being challenged and this is not a personal matter.
  - Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

Sanctions are used initially by the class teacher. *The class teacher, if felt necessary, can raise a child with their phase leader. The phase leader is able to authorise a child being placed on report to support the child with making the right decisions. The phase leader and Class teacher will meet with the parent to discuss concerns and the report. This report will be checked by the Phase leader at a frequency appropriate for the child. If behaviour continues to not meet school expectations, a child can be sent to a member of the Senior Management Team.* When the above has been implemented and their behaviour continues to be unacceptable, this may lead to a possible SLT detention or further consequence.

The Head teacher is generally a last resort. This is the final sanction and should be viewed very seriously. If a child is sent to the Head teacher the reason will be recorded on the child's file.

An extreme sanction is a fixed term suspension or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour.

### **Lunchtime and Break Times**

Initially this will be managed by lunchtime/welfare staff. If the incident is more serious it will be recorded and result in the child being removed from lunchtime activities or removed from school at lunchtime. If bullying is suspected it is investigated thoroughly by the member of staff on duty e.g., discussed with individual, talk to other children, staff, welfare staff and parents. It can then be escalated to a member of SLT – preferably the member on duty.

During break times and lunch times, children will be rewarded with House Points for demonstrating School Values.

### **Play Ground Duty Guidance**

- KS2 and Year 2 have access to the climbing frame on a rota basis and is supervised by a member of staff on rota (weather permitting)
- 2 members of staff on each yard (Sports Yard = KS1/Y3 Main Yard = Y4, Y5, Y6)
- 1 member of staff on duty on each yard to lead a game for children to participate in
- 1 member of staff on duty to keep 'eyes up' checking other behaviour and stood up near the tyre area

Behaviour problems should be dealt with by the person on duty and NOT handed over to the class teacher/member of SLT unless there is good reason to do so.

### **Acceptable consequences:**

Any child continually disobeying instructions and not demonstrating the School Values after warnings will receive a consequence.

1. Warning - verbal
2. Time out – a child is to remain by your side for a period representative of challenged behaviour
3. Miss a break time – the child should miss their break with the member of staff who gave the punishment.

### **Playground rules:**

1. Play fighting is not acceptable
2. School Values to be demonstrating at all times
3. Tyres/field/climbing frame not in use if wet
4. Climbing on rails, pipes, buddy benches are not acceptable
5. First whistle – everyone must stop
6. Second whistle – everyone walks to their lines where an adult will be waiting for them
7. Staff should not be stood together but in zones so that the whole playground can be seen

## Behaviour and logical consequences:

Behaviour	Logical consequence
<u>Type 1</u> Shouting out, wandering around, interrupting the teacher or other pupils, silly noises, ignoring minor instructions.	Change of seating, change of facial expression, monitoring, verbal warning given.  If repeated on several occasions teacher may arrange to speak with parents informally.  Behaviour card 1/2 considered.
<u>Type 2</u> Not responding to teacher requests to work, deliberately causing a disturbance to other children, inappropriate comments, annoying other children, swearing.	Separation from the rest of the class and an individual table, completing unfinished work at break times, letter of apology to be completed at break time/detention.  Class teacher to inform parents at the end of the school day if behaviour does not improve. Behaviour/consequence to be recorded on child's file.  Behaviour card 1/2 considered.
<u>Type 3</u> Deliberately damaging equipment, deliberately physically harming someone, leaving class without permission, bullying, offensive name calling, repeated refusal.	Exclusion from class – Senior Leadership Team involvement.  Class teacher must inform parents at the end of the school day. Behaviour/consequence to be recorded on child's file.  Behaviour card 1/2 Provision Map – Passport to be completed  <b>Possible SLT detention / Possible suspension/internal suspension.</b>
<u>Type 4</u> Repeatedly leaving classroom without permission, intentional physical harm to other children, verbal abuse to any staff. Vandalism. Stealing. Persistent bullying.	HT/DHT/AHT to be informed immediately. Meeting with Parents arranged for that day.  Behaviour card 1/2 Provision Map – Passport to be completed  <b>Possible SLT detention / Possible suspension/internal suspension.</b>
<u>Type 5</u> Extreme violence, physical abuse to staff, serious physical abuse to other pupils, persistent disruption, absconding from school, carrying weapons/drugs.	Possible exclusion when all other consequences and support available has not had intended effect.



## Daily Routines at LKPS

When?	What?
<b>Before school</b>	<ul style="list-style-type: none"> <li>- Tables set for morning task e.g., spelling, handwriting, whole class read</li> <li>- Resources printed and prepared for the day</li> <li>- 8:30am TA briefing of the day</li> <li>- EYFS areas set up – indoor and outdoor</li> </ul>
<b>8:50-9:00am</b>	<ul style="list-style-type: none"> <li>- Milk on arrival</li> <li>- Register is completed</li> <li>- Each child is greeted with eye contact on the way into class at the start of the day</li> <li>- Holding task is ready and on tables for pupils to access independently</li> </ul>
<b>9:00am</b>	<ul style="list-style-type: none"> <li>- Visual timetable completed and run through with the class</li> <li>- Remind pupils about STAR sitting and expectations</li> </ul>
<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>- Resources ready for afternoon sessions</li> <li>- Tables set for lesson/s after lunch – if fluency ensure lesson after this is set and ready to go</li> <li>- 1pm – Class Teachers return to the playground for the last 10 minutes of lunch</li> <li>- Whistle for the end of lunch is blown at 1:10pm</li> </ul>
<b>1:10pm</b>	<ul style="list-style-type: none"> <li>- Each child is greeted with eye contact on the way into class after lunchtime</li> <li>- Register is completed</li> <li>- Remind pupils about STAR sitting and expectations</li> </ul>
<b>Where a pupil disrupts the lesson</b>	<ul style="list-style-type: none"> <li>- Gentle reminder about expectations</li> <li>- A warning is given</li> <li>- Time outside of the class is used only with a timer and self-regulation activity – 5mins (e.g. colouring/play-doh)</li> </ul>

	<ul style="list-style-type: none"> <li>- Consequence given – e.g. a missed break or part of lunchtime where work missed is caught up on/a letter of apology/ reflection etc.</li> </ul>
--	---

## **Appendix 1**

### **Behaviour Charts**




Where a pupil has been identified as needing extra support in managing their behaviour in school, teachers may need to use a behaviour chart as a tool for supporting them. This must be discussed with a member of SLT before being used. The charts below are presented as an example and need to be edited to suit the needs of each individual pupil.

Before using a behaviour chart parents must be informed and targets used must be linked to areas of need identified.



## Pupil Name- Behaviour Chart 1






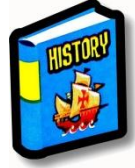
Date:

Personalised behaviour targets (See examples below)	Lesson 1	Lesson 2		Lesson 3		Lesson 4	Lesson 5	
<p>When I want to speak, I will raise my hand.</p> 			BREAK		LUNCH			3:30- home time
 <p>When I am in the classroom, I will stay in my seat.</p>								
<p>When an adult asks me to do something, I will do it.</p> 								

Behaviour chart 2

## My Behaviour Chart

1. I can follow instructions given by adults
2. I can be kind to others
3. I can complete the work set by my class teacher.

	<b>Morning activity</b> 			<b>English</b> 			<b>Break time</b> 			<b>Maths</b> 			<b>Lunchtime</b> 			<b>Topic</b> 			<b>Total number of ticks</b>
<b>Monday</b>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
<b>Tuesday</b>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
<b>Wednesday</b>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
<b>Thursday</b>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
<b>Friday</b>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	

# Process for supporting pupils with SEMH and behavioural needs.

## Stage 1

- Behaviour policy is applied consistently but when it is proving ineffective at supporting the child's additional needs:
- Meeting with SENDCo to discuss strategies in place and support needed
- Class teacher to meet with parent to discuss needs at home and school concerns
- Potential addition to SEND Register

## Stage 2

- Referral to PIT and observations
- SDQ completed by class teacher
- IEP reviewed by class teacher- supported by FJ
- Meeting with parent, class teacher, FJ and child.

## Stage 3

- Meeting with class teacher and FJ to discuss next steps and strategies
- IEPs reviewed each term with class teacher, FJ, parent and child.
- SDQ completed each term.
- Further guidance sought by FJ from external agencies to support child.
- Multi-agency meeting held, if applicable.

## Appendix 2



## House Points

As detailed in this policy, at LKPS we use House Points as a form of reward. This appendix details what these are used for and the rewards for earning these points.

### **How are they earned?**

1. Demonstrating School Values
2. Inter-house competitions
3. Demonstrating School Values on Personal Development Days
4. Star of the Week
5. Homework (3x for Reading and 3x for Maths)

### **What do they earn?**

1. Pupils will earn a prize collecting 200 House Points on the House Points Chart. These are earned when they 'bank' their House Points each week.
2. Reward Days – Each half-term there will be a winning house that earn the most House Points as a team from across school. This house will receive a reward day e.g., non-uniform day, themed afternoon etc.

### **How will it work?**

1. The winning house of the week will be totalled and announced in assembly. The band crest of that house will then be displayed on the 'Houses display' for the week. This crest will then be transferred to the 'Hall of Fame' that will build up throughout the year.
2. House Captains will collate the number of House Points scored each week and they will announce their team's amount each week in assembly. Additionally, the total for the year will be calculated throughout the year and the winning house of the year will receive a reward.
3. The weekly total and the yearly total will be displayed each week on the 'Houses display' alongside the 'Hall of Fame'.
4. Staff will give out 'House Point Tokens' (see below) to pupils demonstrating the School Values etc. The pupils will then initial these, place them in their trays until they have enough to 'bank' on the House

Point Chart that will feed into the whole school House Points total for their house.



## Appendix 3

### Time-out Guidance

- There are to be no tables or chairs outside classrooms.
- Time-out is to be used as a short reflection time and should be used occasionally for the aim of reflection and fix behaviours.
- Children should not be outside the classroom for longer than 5 minutes whilst taking part in this reflection time.
- When a child is asked to “step outside” the classroom, a timer is to be used inside class as a reminder to the staff to go to the child and challenge behaviour (as per script below).
- Discussion between adult and child to be positive as well as challenging behaviour displayed. Use the script below.

### Script – to be used by all staff in this scenario

#### 1<sup>st</sup> step of interaction – positive

**Adult:** Thank you for stepping outside.

#### 2<sup>nd</sup> step of interaction – challenge

**Adult:** Why did I ask you to step outside?

**Child:** Because Bob was annoying me.

**Adult:** I understand (acknowledge) that Bob was annoying you but, why did I asked YOU to step outside?

**Child:** Because I kept shouting out and at Bob.

**Adult:** Yes, this is unacceptable. This is your final warning on this type of behaviour. Do you understand that?

**Child:** Yes.

#### 3<sup>rd</sup> step of interaction – positive

**Adult:** Thank you for reflecting on this behaviour with me. You are going to have another try, I know you can make the right choices. In you go.

**\*\*If a child refuses to come back into the classroom or walks out of the classroom on their own accord (e.g. to avoid work), then further consequences to be given as per the school Behaviour Policy. E.g. break and lunch to catch-up on missed work, detention issued by SLT for repeat behaviours.**

