Lower Kersal Primary School

Behaviour Policy

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Approving Committee	Health and Safety
Intended Audience	Staff, Parents, Pupils
Review date	July 2026

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
2.4	SS	18.07.25	Addition of reflections in Appendix
2.5	SS	3.02.26	Inclusion of mobile phone guidance

2.5	SS	3..0.26	No changes made
2.6	KB	2.7.26	Updated wording Inclusion of reflection logs

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 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 swearing, 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 consequence is required from time to time our behaviour policy focuses on praise and the fostering of good relationships.

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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 quietly around school in single file
- Walk quietly into assembly in single file
- 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
- Ensure pupils line-up quietly and walk through school in single file
- 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 high 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 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
- 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 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 AND CONSEQUENCES

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

Whole school:

- House points (appendix 2)
- House events
- House points to earn rewards
- 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

CONSEQUENCES

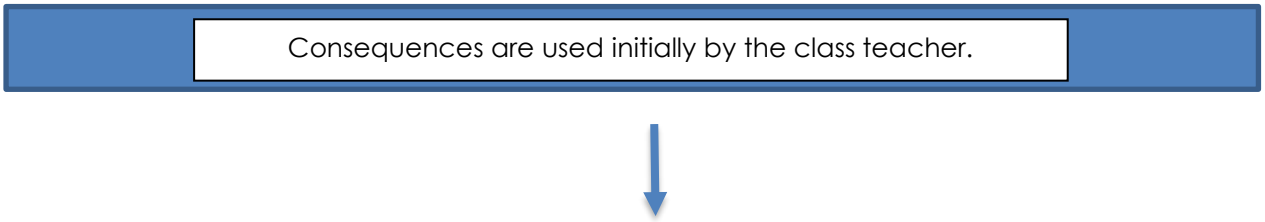
Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of consequences to enforce our school expectations. As with matters relating to reward, consistency and fairness are vital in the application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

Consequence Flow Chart



If behaviour concerns continue, the class teacher should discuss this 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. Behaviour reports are to be uploaded to CPOMS on a weekly basis (as a minimum).



If behaviour continues to not meet school expectations and the above has been implemented, the class teacher can seek advice from to a member of the Senior Management Team. This may lead to a possible SLT detention or further consequence.



Sending a child to the Head teacher is generally a last resort. This is the final consequence 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 consequence is an internal suspension, a fixed-term suspension or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour.

LUNCHTIMES AND BREAKTIMES

Initially, any incidents will be managed by staff on duty. 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 to be investigated thoroughly by the member of staff on duty e.g., discussed with individual, discussed with other children, 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.

Playtime Duty Guidance

- There is a minimum of 2 members of staff on duty on each yard.
- The sports yard is for KS1and Y3 and the main yard is for Y4, Y5, Y6.
- Circuit training will be available in the hall for each day.
- Staff to position themselves in zones around the yard, ensuring that they have visibility of the whole yard.
- Members of staff on duty are to keep their 'eyes up' checking behaviour.
- 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.

Lunchtime Duty Guidance

- There is a minimum of 2 members of staff on duty on the main yard.
- There is a minimum of 1 member of staff on duty on the sports yard.
- There is a timetable for children to have the option to access the sports yard.
- Staff to position themselves separately around the yard, ensuring every area of the yard is being observed by a staff member.
- 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.
- At 12.55pm, staff teaching the classes (Y1 to Y6) in the afternoon are on duty. At this time, KS1 children move to the sports yard and KS2 children move to the main yard.

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 the challenged behaviour
3. Miss a break time – the child should miss their break with the member of staff who gave the consequence.

Playground Rules:

1. Play fighting is not acceptable
2. School values to be demonstrated at all times
3. Tyres/field/foam equipment from the scapstore or any equipment that could become slippy in the rain 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

MOBILE PHONE GUIDANCE

Please refer to LKPS Mobile Phone policy.

BEHAVIOUR AND LOGICAL CONSEQUENCES

Where possible we use **logical consequences** to help children see the immediate connection between their actions and outcomes in a supportive, calm way. Our school implements logical consequences wherever possible to ensure that pupils understand how their behaviour choices impact themselves and others – this supports pupil reflection. There are numerous benefits to logical consequences including; preserving pupil/teacher relationships, building internal motivation and encouraging emotional regulation, logical consequences underpin our approach to pupil behaviour.

Some examples:

Type of behaviour	**Logical consequence**
Spilling or making a mess	Pupils are asked tidy the area.
Damaging school supplies or	Pupils are asked to fix what they have broken, offer a genuine apology or help maintain another piece of school property.
Mis-use of apparatus	Pupils will lose the privilege of using the apparatus.
Unsafe playground behaviour	Pupils will not use the playground for a period of time.
Running in the corridor	Pupils will be asked to try again.
Wasting lesson time/refusal to complete tasks	Pupil will spend some of their break time completing the task
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.
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.
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. Reflection and possible restorative meeting. Behaviour card 1/2

	Possible SLT detention / possible suspension/ internal suspension. Class Teacher will inform parent of detention at the end of the school day. Parents will be informed of a suspension or internal suspension via telephone by a member of the SLT. Where detention is completed, a reflection will be uploaded to CPOMS.
Extreme violence, physical abuse to staff, serious physical abuse to other pupils, persistent disruption, absconding from school, carrying weapons/drugs.	Possible fixed-term suspension or permanent exclusion when all other consequences and support available has not had intended effect.

DAILY ROUTINES

When?	What?
Before school	- Tables set for maths morning task. - Resources printed and prepared for the day - Tables set up for morning lessons - Visual timetable displayed - Baked goods and milk available - TA briefed either in the morning or on the previous day - EYFS areas set up – indoor and outdoor
8:50-9:00am	- Milk on arrival - Register is completed - Each child is greeted with eye contact on the way into class at the start of the day - Morning maths task is ready and on tables for pupils to access independently
9:00am	- Visual timetable and run through with the class - Remind pupils about STAR sitting, school values, talk promise and expectations. - Share any messages
Lunchtime	- Tables set for independent reading task - Resources ready for afternoon sessions - Tables set for lesson/s after lunch

	- 12.55pm – Class Teachers return to the playground for the last 15 minutes of lunch - Whistle for the end of lunch is blown at 1:10pm
1:10pm	- Each child is greeted with eye contact on the way into class after lunchtime - Register is completed - Remind pupils STAR sitting, school values, talk promise and expectations.

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 your Phase Leader 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

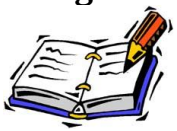
Date:

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

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.

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

APPENDIX 2 – PROCESS FOR SUPPORTING PUPILS WITH SEMH AND BEHAVIOUR 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

- SDQ completed by the class teacher.
- Support interventions in The Den considered.
- Meeting with parent, class teacher and SENDCO.

Stage 3

- Meeting with class teacher and SENDCO to discuss next steps and strategies
- SDQ completed each term.
- Further guidance sought by SENDCO from external agencies to support child e.g. EP, I-Reach, Learning Support Service or Primary Inclusion Team.
- Multi-agency meeting held, if applicable.

APPENDIX 3 – HOUSE POINTS









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?

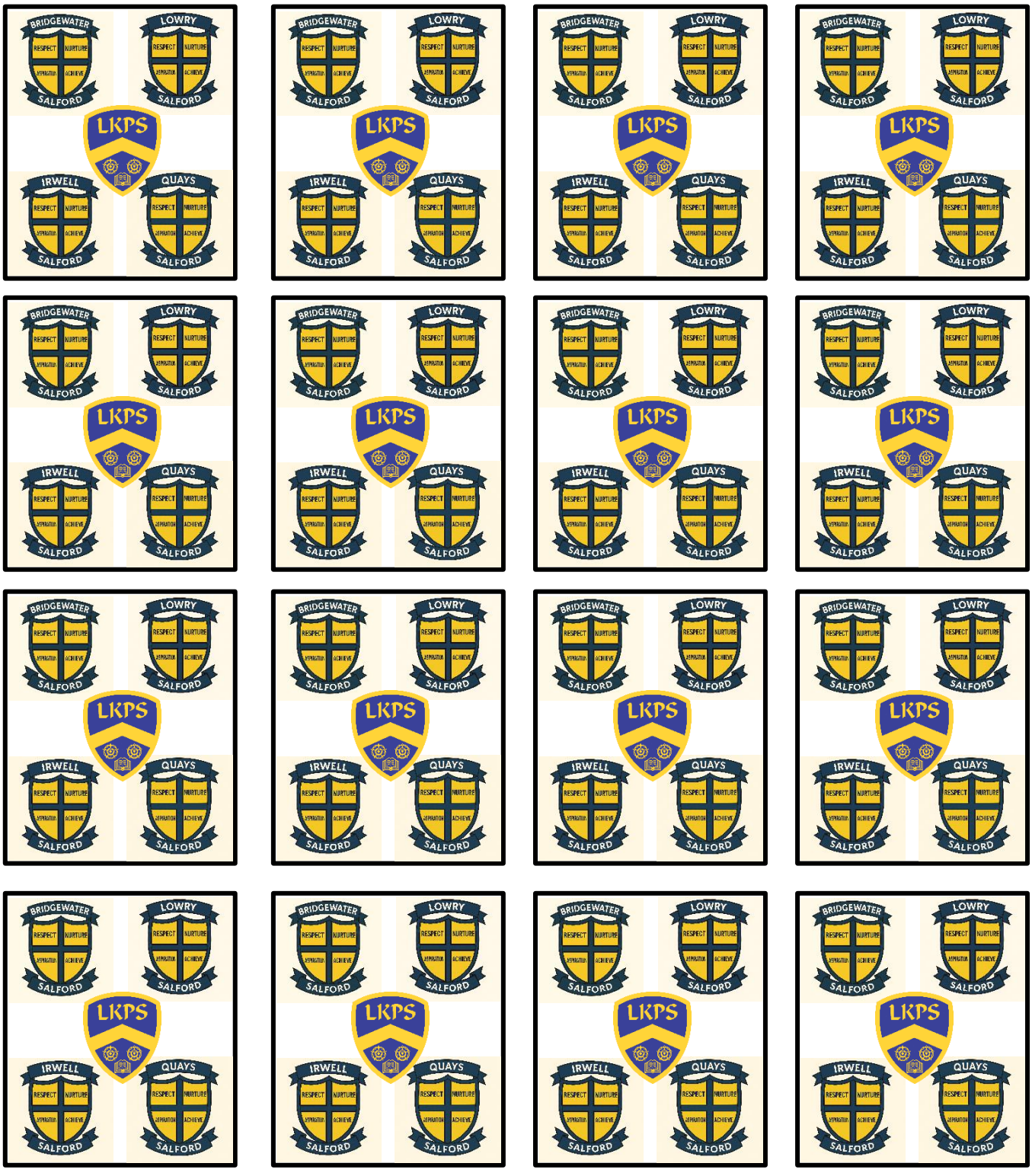
1. Demonstrating school values
2. Inter-house competitions
3. Star of the Week
4. Homework (3x for reading)

What do they earn?

1. Pupils will earn a prize collecting 100 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.


BRIDGEWATER
LOWRY
LKPS
IRWELL
QUAYS
SALFORD

APPENDIX 4 – TIME OUT GUIDANCE

- Tables and chairs are outside classrooms for intervention and not to be used in conjunction with time-out.
- 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

1st step of interaction – positive
Adult: Thank you for stepping outside.

2nd 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.

3rd 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.

APPENDIX 5 - REFLECTIONS


KS1 Reflection Sheet .docx


Reflection Sheet.docx