



# Behaviour Policy

## **Approval of the Governing Body**

This document is the policy for:  
Behaviour (inc. use of reasonable force)  
at  
**Lambley Primary School.**

It was developed/revised during the:  
**Autumn Term 2023**

It has been agreed and is supported by the teaching staff and the governing body.  
We aim to review this policy during the:  
Autumn Term 2024

# LAMBLEY PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Rationale

Although this is our behaviour policy, it is not primarily concerned with rule enforcement. At Lambley Primary School, we believe in promoting positive behaviours through the relationships that are built between every member of our school community. As such, this policy involves us all and aims to build on the school's three core values: Readiness, Respect and Resilience.

Our three key values are the benchmark for all we do at Lambley and help to create the happy, safe, caring and nurturing environment that all our pupils and staff deserve. Indeed, our friendly, supportive school allows all children to learn effectively, improve their life chances and help them achieve their goals.

We expect our children to have 'Reach For the Stars' behaviour and actively work to promote the British Values agenda. We actively challenge pupils, staff, visitors and parents expressing opinions contrary to 'British Values', including any extremist or prejudice views. As a result, this policy should be read in conjunction with our EQUALITY & ANTI-PREJUDICE POLICY (ANTI-BULLYING POLICY)

This policy should also be read in conjunction with our child protection and safeguarding children policy and our SEND Policy.

### Policy Development

This policy is for all within our school community and thus all have been involved in its development. Together we, pupils, staff, parents and governors, have devised a policy that aims to:

- Celebrate positive behaviours;
- Promote safety;
- Raise self-esteem;
- Expect consideration and respect for others and the environment;
- Enable everyone to know what is expected of them;
- Determine the boundaries of acceptable and unacceptable behaviour and the procedures, which will come into force if behaviour is deemed unacceptable;
- Help children to learn from their mistakes and avoid repeated behaviour patterns (restorative practice)

### Aims

The aim of this policy is to create an environment conducive to achievement by

- Promoting safety;
- Raising self-esteem;
- Promoting consideration and respect for others and the environment;
- Enabling everyone to know what is expected of them;
- Determining the boundaries of acceptable and unacceptable behaviour and the procedures, which will come into force if behaviour is deemed unacceptable, including the hierarchy of rewards and sanctions, which will support this;
- To help children to learn from their mistakes and avoid repeated behaviour patterns.

## Principles

The school will

- Have a whole school approach to positive behaviour management through 'The Lambley Way';
- Involve pupils in the creation and annual review of its code of conduct;
- Support pupils in developing positive attitudes to learning;
- Have high expectations of behaviour from all pupils;
- Set good examples to pupils in the way adults treat them and other adults;
- Set good habits early with high expectation of cooperative behaviour from the start;
- Provide an environment conducive for a positive climate for learning;
- Ensure procedures are in place to minimise uncertainty and disruption in lessons;
- Intervene promptly where there is unacceptable behaviour so it is clear that it will not be tolerated;
- Involve parents in the process by communicating policy and expectations and ensure their support through a home-school agreement;
- Create a positive partnership with parents/carers to encourage their support when dealing with the difficult issue of unacceptable behaviour;
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly, rewards etc;
- Support positive behaviour management through circle time, assemblies, restorative justice and RSHE and PSHE activities;
- Attempt to identify and address any underlying causes of unacceptable behaviour;
- Deal discretely with unacceptable behaviour;
- Attention should focus on the behaviour not the child;
- Empower and support pupils to provide opportunities to put things right.

Additionally, all our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via peer on peer abuse, which may include:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

### A System of Rewards

Underpinning our whole school philosophy towards behaviour and discipline are the schools key values. These values are the 'Lambley Way' and provides children with continual examples of the standards and social values, which we wish them to carry into adult life. 'The Lambley Way' is a whole school behaviour management structure which 'umbrellas' individual teacher merits/ house points with a whole school reward and sanction procedure.

**The Lambley Way: All children can reach for the stars if they:**

#### 1.1) Are READY

-Make the most of every opportunity to be the best that you can be (academically, socially, morally)

#### 1.2) Show RESPECT

- Treat everyone well even if they are different to you.

#### 1.3) Demonstrate RESILIENCE

- Keep going and show self-belief when things get hard.

## Reach for the Stars Assembly

On a weekly basis, each class teacher chooses two pupils to be the Reach For the Stars “Superstars of the Week”. These are two pupils who have demonstrated our monthly value and who have given 100% in all their work. Each of these children will receive a ‘Reach For The Stars’ certificate and will spend time with the headteacher for a drink and treat.

## Teacher /Pupil Rewards

There are also a variety of individual reward systems in place that teachers may use in their class to help reinforce positive behaviour and attitudes and support ‘The Lambley Way,’ according to the maturity of the children. These are all based on the belief that praise is more effective than criticism.

Examples include:

- House Points
- Use of smiley faces
- Verbal and written praise
- Class merits for work and super learning behaviours
- Brilliant box
- Brilliant behaviour chart
- Star of the day
- Marble jars
- Class Tokens

## Headteacher Awards & Green Tickets

For exceptional work or outstanding behaviour, a child will be given a green ticket by the teacher/TA and sent to the Headteacher for a ‘Headteacher’s Award.’ The school will share this good news with parents/carers to promote consistency within the whole school community by giving the pupil a sticker and a certificate to inform parents how they have earned the award as well as sending a text to the parents.

## Fine Dining Awards

The giving out of lunchtime raffle tickets and stickers rewards super lunchtime behaviour and good table manners. There are clear guidelines for expected lunchtime behaviour displayed in the dining hall and children are rewarded by being given a raffle ticket and are entered into a lucky draw on Friday afternoon to win a prize. In addition to this, raffle tickets are exchanged for house points in class.

## Playtime

At play and lunchtimes, ‘The Lambley Way’ promises apply.

The following may also be used to encourage positive behaviour during playtimes:

- Staff on duty will encourage children to take part in positive play activities and at lunchtimes, MDS will run playground games such as skipping and Hop Scotch for the last part of the lunch break;
- Sports Leaders from Y5/6 run structured playtime activities for pupils for the second half of lunch break, in a designated area. Pupils can choose to take part in these activities.
- Individual pupils will be allowed to take their own time out to cool down but must agree with supervisors where they are going and when they feel ready to return;
- A pupil may be asked to stay close to the supervisor for a set period of time;
- A pupil may be withdrawn for up to five minutes to cool down and reflect on what has taken place. Return to play should be only with permission from the adult on duty and clear reinforcement of behavioral expectations;

- A pupil may be asked to change play activities if they are felt to be acting inappropriately;
- A pupil may be asked to report to a member of staff in the school;
- In exceptional circumstances, a pupil may be asked to miss a whole school playtime as a sanction for mis-behaviour;
- The class teacher will be informed of any significant incidents of inappropriate behaviour at playtime and this will be recorded in the behaviour log. Any serious incidents will be immediately communicated to the Head Teacher (bullying, prejudice, aggression);
- Pupils may be excluded from extra-curricular after school, sporting or off-site activities for mis-behaviour in class or at playtimes;
- Pupils will be expected to respect and respond to all requests from playtime supervisors;

### **Playground Leaders and Positions of Responsibility**

Playground Leaders is a countywide initiative to encourage children to play happily and fairly together, by taking charge of their own behaviour. We as a staff use the ideas in this folder to help children handle situations in the playground as they occur.

Each year, pupils in KS2 can apply for roles as Playground Leaders. The successfully appointed leaders are supported by staff in setting up and running organised activities on the playground. They receive training for this role. They are rewarded for each session they deliver with the payment of 5 House Points. We really value the important role they have and the difference this makes to some of our younger pupils. It is also a great opportunity to develop leadership experience.

Other pupil positions of responsibility encourage positive behaviour across the school community. We have six House teams (named after inspirational people: David Attenborough, Marcus Rashford, Malala Yousafzai, Hannah Gold, Emma Watson, Ed Sheeran), each led by a captain and vice-captain. Pupils work individually and as house teams to earn house points for positive behaviour. The House Captains and Vice Captains are positive role-models who support their team in ensuring a high standard of behaviour and encouraging each other to “Reach for the Stars” in their behaviour in class, during playtimes, during extra-curricular activities and on school visits.

Each class and year group elects pupils to represent them on the Pupil Voice committee. The aim of this initiative is to share ideas on ways to further improve our school by working together as a team. This helps children realise that each individual is important and has a significant role to play in our school community. The Pupil Voice Forum work together to help address any issue of concern and this can include ways to help improve behaviour or our school anti-bullying policy and procedures.

We also run a buddy system where older children are given the responsibility to buddy up with a younger child to help support them in developing friendships, positive play and growing confidence. These older pupils act as positive role-models and help to ensure that every pupils feels a part of our school community.

### **Home/School Agreements**

A Home-School agreement is shared with parents/ guardians at the beginning of each school year, within pupils’ Home-School diaries. This includes our values-based curriculum (The Lambley Way).

Children agree to do all their work in class, and allow others to do the same. They agree to try to be polite, considerate, and helpful to others and listen to what they have to say. Finally they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child, the parent and the headteacher each year.

### **Unacceptable Behaviour at Lambley Primary School**

It must also be understood that certain behaviours will be considered unacceptable

- Continual defiance
- Repeated low-level disruptive behaviour
- Swearing at pupils or staff
- Any form of bullying including name calling
- Physical violence aimed at another pupil or staff
- Threats of violence
- Sexual harassment or violence
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property
- Any behaviour which goes against British Values; including any extremist or prejudice views

## **SEND**

School will provide a differentiated response/ intervention for SEND children and children already being targeted for behavioural support. This will be bespoke to the child's individual needs.

### **Disciplinary Procedure If Unacceptable Behaviour Occurs**

The teacher/adult will:

- Ensure all incidents of unacceptable behaviour are dealt with. These incidents will be addressed by discussing how the behaviour does not meet one or more of our core values (The Lambley Way).
- If it is low-level disruptive behavior, give a verbal warning. Make it clear what behaviour is unacceptable and give a verbal warning that it must stop. If it continues, the teacher will record the child's initials on the board as a visual reminder. They will give a strike (tick next to initials) if it continues. The child will then need an opportunity to reflect on the choices they are making and refocus on positive choices available to them. The adult will give them a reflection activity to complete which will also serve as a log of the incident.
- If the unacceptable behavior then continues, a yellow card or red card is given and the head teacher is informed. The behaviour, antecedent and resolution is recorded in the behaviour book.
- More serious incidents of unacceptable behavior lead to a red card without the steps outlined in the first bullet point.
- The Teacher/ Head Teacher to notify parents if a child has received a yellow/red card.
- If appropriate, the child may be "Withdrawn" or given 'Time Out'. This may consist of an opportunity to cool down in a safe, quiet space; reflect on what has happened; complete a reflection activity; observe positive behaviour in a different classroom for a short period of time.

## Unacceptable Behaviour Pathway

The table below indicates how behaviour (positive and unacceptable) will be dealt with in school. All members of the school community will be aware of this and ensure it is implemented consistently.

	Type of Behaviour	Lead	Consequences	
			ALWAYS	Consider
<b>B1</b>	Demonstrating schools values	Staff member	Praise	Mention in 'Reach For The Stars' Assembly'  Inform Parents  Headteacher's Award
<b>B2</b>	General Disruption, calling out, poor conduct, lying, Misusing equipment	Staff Member	Remind child of expectations/values  Name on board (if necessary)  Ensure all work set is finished.  Ensure restorative practice takes place	Moving child in the classroom.  Move child to another classroom.  Child missing breaktime (Some/all)  Speak to parents (after school - informally)
Interventions				
<b>B3</b>	Repeated: General Disruption, calling out, poor conduct, lying, Misusing equipment (including ICT)	Staff Member (or passed to another staff member)  (Not SLT)	Complete behaviour log  Send Yellow Card home  Ensure restorative practice takes place	Time out, time out in another class,  Removal from playtimes  involvement of another staff member
Interventions				
<b>B4</b>	No improvement with B2 or B3 Behaviours  And/or  Defiance, swearing, damage to property, bullying*	SLT (not always straight to HT)  *Can be directed to anti-bullying co-ordinator & SLT	Complete behaviour log  Send Yellow or Red Card (SLT to decide)  Internal exclusion  Ensure restorative practice takes place	isolation, meet parents, removal from a series of playtimes, Individual behaviour plan,
Interventions				
<b>B5</b>	Repeated B4 behaviours  And/or  Racism, verbal abuse, violence, continued bullying	HT	Complete behaviour log  Send Red Card and meet with parents  Internal exclusion  Ensure restorative practice takes place	isolation, removal from a series of playtimes, individual behaviour plan, educated off-site
Interventions				
<b>B6</b>	Repeating B5 behaviours	HT/Gov/LA	Formal meeting	Exclusion, Part-time timetable, move to another school

## **Withdrawal**

This is the withdrawal of the pupil from a situation that causes anxiety or distress to a location where they can be continually observed for a fixed period of time and given the opportunity to calm down in a safe place. Alternatively, the rest of the class may be directed away from the individual and withdrawn to a different area of the school.

## **Time Out**

This is when a pupil has a short period of time out of the classroom/ activity, away from the class/ group of children, to reflect on their behaviour and ensure they are clear about expectations. Self-reflection activities need to be age appropriate and may need adult support or a structured task.

## **Restorative Justice**

Once children who have been involved in unacceptable behaviour are calm and have had time to reflect, adults may lead them and a wider group through a process called restorative justice. The aim of this is to ensure they understand the impact of the behaviour, take responsibility for the part they played in it and consider how to begin to restore the situation. This is a powerful learning process and helps reduce the likelihood of a repetition.

## **Time Out, Loss of Privileges and Sanctions**

It must be made clear to pupils why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

## **Internal Exclusions**

Failure to improve behaviour or incidents that are serious breaches of our behaviour policy will result in an internal exclusion. By this, children will be removed from their class and miss their breaks. This will enable the children to complete their work in a different environment and give them the time to reflect on their behaviour and consider what behaviours are needed for them to work in their class environment again. The length of an internal exclusion will be discussed and decided by the headteacher.

## **Fixed Term/Permanent Exclusions**

Exclusions, particularly for disabled children and children with SEND, should be regarded as an absolutely last resort after all other remedies, strategies and reasonable adjustments have been exhausted. Every practicable means should be made to maintain the pupil in school.

A decision to permanently exclude a pupil should only be taken in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

As an interim strategy, longer periods of internal exclusions will be used if deemed necessary and parents/ guardians will be informed of the rationale, length of the withdrawal and plan for reintroduction to the class.

In addition to the above

- Behaviour for Learning records are kept by staff;
- Pupils will be offered the opportunity to discuss with the Head teacher or member of staff their behaviour and suggest ways to positively modify this;
- Circle time or 'Restorative Justice' will be used as an opportunity to consider group and individual behaviour and its effect on others;



- If a pupil is observed to persistently go against the code of conduct, patterns of behaviour and common antecedents will be noted with the aim of helping the pupil to rationalise their own behaviour and reactions.
- Structured Conversations will be arranged to provide an opportunity for school and parents/ guardians to work closely together to share concerns and support the child in modifying their behaviour.
- Pupils will be given support to manage their own behaviour in more appropriate ways as well as helping the school identify ways to minimise such incidents, if need be, advice will be sought from external agencies in consultation with the school's SEND team, Gedling Behaviour Partnership and parents/ guardians.
- If necessary, in partnership with parents/guardians the child may be referred to the family of schools' Springboard for Additional Family Needs, Graduated Response or the Gedling Behaviour Partnership.
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for closer monitoring with the possibility of an individual behaviour plan being drawn up;
- A pupil whose behaviour in school regularly gives cause for concern may have behavioural targets given within their termly individual targets which will be reviewed regularly;
- Outside agencies will be involved as and when deemed appropriate by Head Teacher and SENCO. Parents/ guardians will be kept informed of any involvement of outside agencies.