

# **Lancaster Lane Primary and Pre-School**



## **Behaviour Policy**

**2026-2027**

Everyone in our school is valued for their uniqueness and is nurtured within a caring community to become a happy and successful individual.

### **Statement of Principles:**

At Lancaster Lane Primary and Pre-School, we endeavour to create a secure, happy and nurturing environment within which children are expected to behave well. Lancaster Lane has a consistent approach to supporting children's behaviour which teaches our pupils to become responsible, caring and respectful individuals. It is our aim:

- to ensure that children feel safe and secure at school
- to provide an environment for learning where good behaviour is encouraged and celebrated
- to provide a clear framework so that behaviour management is consistent throughout school
- to ensure the wellbeing of all staff and pupils by promoting fairness in the treatment of individuals
- to help children manage their own behaviour by fostering a sense of responsibility and understanding of their emotions and how to regulate these
- to develop inclusive practices that meet the needs of individuals as well as the school as a whole

For children to show:

- Self-belief and confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other and understanding proper regard of authority
- Pride in their achievements
- Pride in being part of the school community □ Interest and concentration in their activities
- Empathy with others feelings and a helpful attitude
- Respect for their environment, our local community and the wider world
- Pride in our uniform and appearance

### **Classroom Approaches:**

All staff at Lancaster Lane use positive reinforcement to promote high expectations of learning and good behaviour. We endeavour to do this through:

- developing strong pupil / staff relationships
- consistent daily routines (including meet and greet) to keep school life predictable and stable
- recognising and praising positive interactions and behaviours
- planning and delivering high quality, structured lessons, which motivate and challenge pupils
- using consistent, fair approaches to addressing both positive and negative behaviours across the school
- use of a restorative approach to solve dilemmas and conflicts between peers
- supporting children to self-regulate in safe spaces within their environment
- direct teaching of replacement/expected behaviours, also addressed within half termly assemblies
- incorporating British Values

## Our Three Rules:

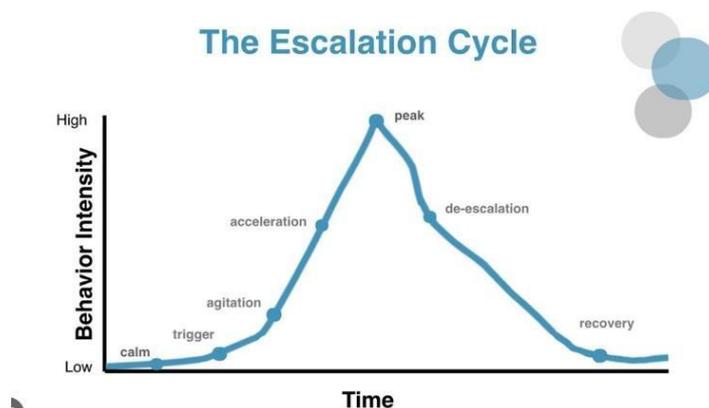
Our school community have thought carefully about the behaviour we expect of children in different situations. These include working together in groups, as a whole class and working independently. We have also thought carefully about the way in which we expect our pupils to conduct themselves during less structured times when playing together and moving throughout school. We endeavour to keep things as simple to follow as possible and so we reinforce three rules which encompass everything we encourage our children to be.

- We are caring.
- We are proud.
- We are safe.

## Zones of Regulation

In school, we teach the Zones of Regulation explicitly to our children. This allows them to categorise their feelings and emotions into four different zones (blue, green, yellow and red) and be aware of strategies to help them calm or engage. Regulation stations are in every classroom which children can access to support their emotional regulation. We also have a sensory space which can be accessed for “bigger” emotions and / or time away from their peers. Children are taught that it is okay to be in any zone and they will experience emotions of every zone – but their behaviour needs to be acceptable at all times.

The image below shows the escalation cycle of emotions that children (and adults) may go through. We aim to catch triggers early enough to avoid the emotion escalating. This is where we would intervene, identifying the emotion displayed and suggesting strategies to support the child.



### **Addressing positive behaviours/ Rewards:**

Many children respond well to rewards and we are eager to celebrate work and achievements they are proud of. This supports reinforcement of expected behaviours as well as developing a positive sense of self which could lead to intrinsic motivation.

### **Stickers / stamps:**

Stickers and stamps in books will be used at teachers' and teaching assistants' discretion to promote positive behaviours within their classrooms.

### **Team Points:**

To celebrate achievements and acts of kindness that have an impact on the wider school environment, children will be awarded team points. Our four teams in schools are: robins, squirrels, dolphins and beavers. These will be totalled at the end of each week and the team which receives the most points in a term will be awarded a non-uniform day. We have joined each team with a chosen charity which reflects our school community. This is to promote courageous advocacy and the children doing good for the greater good.

### **Special Mention:**

Children who have excelled above and beyond the expected norm will be awarded a Special Mention certificate from their teacher (one child per class each week). The Head Teacher and Deputy Head Teacher will also be asked to provide a Special Mention nomination each half term. Parents will be invited in to see this celebration too.

### **Outside Achievements:**

Children are encouraged to share outside achievements they are proud of within their school community. This is done during our celebration assembly as well as in our school newsletter.

### **Addressing negative behaviours / sanctions**

At school, there will be times when children do not display appropriate behaviours. Staff at Lancaster Lane understand that behaviour is a form of communication and whilst it is important we ascertain the reasons behind the behaviour, we still must address this in a timely and appropriate manner. As a staff we must be consistent, relational, restorative and predictable in our response. Our pupils will be made aware that they are responsible for their actions and that whether positive or negative, all actions have consequences. The teacher or class TA will address behaviours in a caring, fair and supportive manner. A restorative conversation will take place to address the behaviour and, if required, an appropriate consequence will follow. The restorative conversation to address the behaviour is as follows:

#### **Tune in and connect with the child**

*I can see you are .... upset / angry / excited / finding your work tricky / unhappy.*

## Correct

*However, (negative behaviour) is uncaring / unsafe / not acceptable. I need you to stop doing that then you can use the regulation station / choose a strategy to calm down / finish this piece of work / listen to what I'm asking you to do etc.*

## Reflect and end with solutions

Give the child time to calm. This may be in the regulation station or not. Once they are calm (this may take a long time but when they are) this restorative conversation MUST continue. This may be during break time.

*It was okay to feel (name emotion) and you will feel like that again. Can you tell me what happened?*

*What needs to happen for things to be put right?*

*Who have your actions impacted? (this may need explaining to the child)*

*What are we going to do next time?*

Only children whose behaviour is inappropriate over a continued period of time would normally visit a member of Senior Leadership. However, it is also possible that SLT would intervene quicker due to the severity of the behaviour.

## Supporting conflict resolution between children:

It is very common for children to have fallouts and disagreements with one another. If children are struggling to manage their behaviours in such circumstances, staff will facilitate a conversation between children to find resolution. This can only happen when both children are calm and ready for this to happen. The following script will be used:

### *Tune in and connect*

*I could see you were . . . and I could see you were . . . You are both going to be able to speak and share what's happened. You might hear some things you don't like or don't agree with but you will get your chance to speak. We are going to listen to ... first. I can see you 're ready to listen. Well done, I'm proud of you.*

## Correct

*What happened?*

*How did that make you feel?*

*What did you do that might have made X react in this way?*

*Could you make this right?*

*Repeat with other child.*

*As the adult, continue to praise good listening, suggest when to apologise and reinforce expected behaviours.*

*What needs to happen for things to be put right?*

*What are we going to do next time?*

## **Pupils with SEND**

At Lancaster Lane consideration is given to ensure the whole-school approach meets the needs of all of our children, including those with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all. Behaviour will be considered in relation to a child's SEND and responses will carefully considered to suit the individual needs of the child. At Lancaster Lane we do not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for our staff to make on an individual basis.

## **Exclusions:**

The option of excluding a child is a last resort decision. It would only be considered if it was felt that by remaining in school the child would endanger the health and safety of those within it or if he / she greatly undermined the authority of the school staff. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Exclusions will always take into account all circumstances, evidence available and the need to balance the interests of the child against those of the whole school community. The circumstances of each incident need to be carefully considered by SLT and we retain right to internally exclude children if this is deemed in the best interest of the child, other children and/or staff. This is where the child is excluded for a period of time from their class and would undertake class work within a safe space in school, supervised by SLT.

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

Schools are 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.

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

## **Criminal Law:**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order

Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

### **Searching and Confiscating:**

There are two sets of legal provisions which enable staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as necessary. Staff are protected against liability for damage to, or loss of, any confiscated items provided they act lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

Staff have the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

(See mobile phone policy for further guidance)

Weapons and knives and child pornography must be handed to the police. Otherwise it is for the teacher to decide if and when to return an item or whether to dispose of it. If a member of staff is concerned there is child pornography on any device, they will follow the guidance outlined in KCSiE 2023.

### **Use of Reasonable Force:**

Reasonable force is always a last resort and appropriate de-escalation strategies will be used as a first response. However, in our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child, or prevent them taking actions needed to prevent a child causing harm to themselves, others, significant damage to the school environment or absconding. School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Additionally, this applies to staff who have been accused of misconduct pending investigation.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school will

speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents on CPOMS. Some staff in school are trained in Team Teach practices. This training is renewed every three years.

Reasonable force must never be used as a punishment. This is always unlawful.

Please refer to our Physical Intervention Policy for additional information.

### **Roles, Rights and Responsibilities:**

In order to achieve our aims, we recognise that lots of different people need to work together. This includes, teachers, teaching assistants, support staff, welfare staff, parents and governors. Each of these members has a different role to play in supporting positive behaviour within the school community. All children at Lancaster Lane Primary and Pre-School have the right to:

- Feel safe, happy and secure at all times
- Be listened to, treated both fairly and as an individual
- Learn and play without threat or disruption from others

The Senior Leadership Team and governors are responsible for setting general principles that inform the School's Behaviour policy. The policy has taken into its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Anti-bullying policy outlines measures that are in place to prevent bullying. This policy is published on the school website and reviewed annually by the Head Teacher and SLT. Teachers, teaching assistants and other paid staff with responsibility for pupils MUST use the policy in order to support pupils.

### **School Support Systems / Multi-Agency Assessment:**

Inclusion rather than exclusion applies to all of the children at our school. To support this philosophy, it may be necessary for a child to have an individual targets or strategies implemented in order to scaffold their behaviour. An Individual Pupil Plan (IPP) specifically for a child's behaviour may also be considered. As with all IPPs, parents are closely involved in the process of helping their child to achieve the targets.

In some situations, outside support may be sought for a particular child. This includes, but is not limited to, CAMHS, the Lancashire SEND Team and support provided by Clayton Brook Family Centre. Lancaster Lane Primary and Pre-School is also part of the CISS Inclusion Hub.

### **Record Keeping:**

CPOMS is used to record incidents where staff have supported a child's behaviour. Conversations with parents are recorded as is a record of actions taken.

### **Consultation, Monitoring and Evaluation:**

The Head Teacher and SLT are responsible for monitoring the effectiveness of the Behaviour Policy and ensuring high standards of pupil behaviour. The Head Teacher and SLT are also responsible for monitoring the staffs' support of challenging behaviour by ensuring that all staff follow the protocols and procedures outlined in this policy consistently.

Weekly DSL meetings take place to discuss children who may need further support. Actions will be taken to ensure we provide the right support and care for all children.

Staff training on behaviour is ongoing and happens, at least, half termly. This training includes emotion coaching, trauma informed practice and discussions to support teachers with specific challenging behaviours. New staff are directed to this document as part of their induction process so they can effectively implement our strategies, in line with whole school consistency.

*In school, Tom Clucas has completed the NPQLBC (Leading Behaviour and Culture) and Becky Marsden is our designated Mental Health Lead. We are a Compass Bloom school and host many interventions (for children and parents) which support mental health and wellbeing.*

### **Other relevant policies:**

This policy should be read in conjunction with the school's Anti-Bullying Policy. Within this policy and our safeguarding policy you will find guidance on how we safeguard, support and respond to child-on-child abuse, sexual harassment and sexual violence.

### **Complaints Procedure:**

This section should be read in conjunction with the school's complaint procedure. A full copy is available on the school's website.

*Policy updated: March 2026*

*Renewal date: March 2027*