



## Lytham C.E Primary School Management of Pupil Behaviour Policy



<b>Policy Leader:</b>	Mrs. H. Willott
<b>Policy adopted:</b>	June 2020
<b>Review dates (and amended if required):</b>	June 2021
<b>Last adopted by the Governing Body:</b>	November 2020

Our Management of Pupil 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 – with special arrangements and accommodations made for children with SEND and with an Educational Health Care Plan (EHCP).
- 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. Each half term, the winning house receives a reward.
- ‘Star of the Week’ certificates are awarded by class teachers and this is celebrated during Friday Celebration worship. 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.
- Dojos are used in classes to show the allocation of individual house points and parents are encouraged to log on and track children’s achievements. Teachers celebrate the dojos individually in each class with an end of term ‘treat’.
- Stickers and certificates are widely used by all staff with special stickers given for work/behaviour by the SLT.

### **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 correct their behaviour;
- Time out from their playtimes/downtime;
- Working away from peers/out of class;
- Red dojo; • Inform parents.

## **Unacceptable Behaviour**

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

- a) Violence or physical aggression towards anybody within school/community;
- b) Verbal abuse, including swearing at or in the presence of, others;
- c) Deliberate damage to personal or school property;
- d) Stealing;
- e) Racist behaviour;
- f) Homophobic behaviour;
- g) Any other prejudicial behaviour;
- h) Spitting;
- i) Repetition of minor offences/non-compliance;
- j) Telling lies;
- k) Unsafe behaviour;
- l) 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 the responsibility to deal appropriately with incidences of inappropriate behaviour. This may involve talking with the child/ren concerned and imposing appropriate sanctions. 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 repetition of minor incidents, should be referred to the Headteacher or Assistant Headteacher. The behaviour may then be referred to the SENDCO and/or FLM. Where behaviour continues to be a concern advice may be sought from other agencies e.g. Stepping Stones Short Stay School.

## **Use of Reasonable Force**

As a last resort, if de-escalation strategies prove unsuccessful, school staff may need to use reasonable force to ensure pupils and staff are kept safe. For example, staff will physically separate pupils found fighting.

## **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.

## **Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the Management of Pupil 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 and decides the standard of behaviour expected of pupils at the school – in consultation with the Senior Leaders, governors and other staff members as a collaborative approach, whilst seeking advice where needed in specific cases.

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 an Individual Education Journal or EHCP which identifies the need and the support given to the child.

### **Behaviour Off-Site from School Premises**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' School staff will sanction behaviour when the pupil is:

Taking part in any school-organised or school-related activity;  
Travelling to or from school;  
Wearing the school uniform;  
In any way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school;  
Poses a threat to another pupil or member of the public;  
Could adversely affect the reputation of the school.

## **Addendum to the school behaviour policy as a consequence of Covid- 19**

We recognise that the current circumstances are exceptional. When our children return to school, our usual routines will be different to the norm and our classrooms may well look different. We understand that some children have found the time at home without their usual routines and relationships difficult. To help support our children we will adapt our pupil support systems. We continue to make reasonable adjustments as necessary for our SEND children.

For all children:

- We will increase the time talking about our feelings and worries - using circle time, mindfulness sessions etc.
- We will continue to make the classroom experience as nurturing as possible for our children. □ We will provide opportunities for structured games to build self-esteem and confidence (whilst maintaining social distance)
- We will celebrate the successes of our children during the time they have been learning at home. This might be school home learning activities or learning a new skill at home – this will be celebrated through interactions with parents and pupils via Class Dojo, Google Classroom and/or phonecalls home.
- All our staff will be alert to any changes in behaviour from our children and will speak to them individually to explore any possible concerns or worries. We will make contact with home if we observe any changes in behaviour.
- When dealing with our children we use restorative practices at all times and will seek to calm and diffuse incidents of poor behaviour.
- In their interactions with children, our staff will be mindful of the anxieties they may be facing and how this might affect their behaviour in school. We will provide additional support if this is needed.
- We have placed links and resources to support positive mental health on our class stories or broadcast on Class Dojo.
- We maintain regular contact for families using Class Dojo.

For those children already in receipt of support prior to Covid -19. As well as all the above support strategies, we will also:

- Review existing support plans to make sure they reflect current needs - in line with support from SENCO, FLM and class teachers – vulnerable children, looked after children, those with an EHC Plan. This is through weekly welfare checks via phone calls home or email.
- Explicitly teach the new routines in class and use visual prompts when needed.
- Provide as much consistency of experience as is possible.
- We will direct adult support as needed to best assist our children.
- We will continue to work with other agencies to support children and families

For those children who have worries, concerns or changed behaviour on their return to school or whilst still at home, our FLM or class teachers can be contacted here at school – for support. This is already in place for some pupils but this can be accessed on a “needs” basis.

This policy is written in conjunction with the following publications:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> Schools

may also find it useful to take account of the SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Policy amended by Mrs. H. Willott.

June 2020

Review Date: June 2020