

Rationale

- All staff, governors and children have high expectations of the standard of behaviour in school. This includes respect for all.
- At Lothersdale Primary School all children and staff have the right to feel safe in their school environment; the behaviour of everyone should support this.
- Good behaviour is promoted at all times and is not simply expected and accepted but rather must be noticed and remarked upon.
- Good behaviour is promoted but at times there will be instances of unacceptable behaviour and it is in these cases that sanctions may be imposed.
- Where behaviour is considered severe the school will work in partnership with the parents and where necessary outside agencies.

Aims - Promoting Good Behaviour

The expectation of good behaviour is the guiding principle. We have a whole school approach based on 'Golden Rules'. Our golden Rules are deliberately simple so all children can remember them:

- Be Ready
 - Be Respectful
 - Be Safe
1. All staff are encouraged to look for good behaviour and to praise it. The language of ready, respectful and safe should be used when praising children's behaviour.
 2. Staff are expected to set an example treating pupils and each other with courtesy and respect.
 3. The curriculum is used as a vehicle for the promotion of good behaviour. SEAL and PSHCE lessons provide opportunities for discussion.
 4. We have high expectations of behaviour. Pupils are encouraged to be responsible for their own standards of behaviour and they are encouraged to promote standards of good behaviour in other pupils. Older pupils are expected to demonstrate good behaviour to younger ones at all times.

5. Parents are encouraged to support the school behaviour policy, which is available on request. Where the behaviour of a child causes concern parents will be made aware and asked to discuss their child's behaviour with a member of staff. The trigger would be repeated incidents of inappropriate or anti-social behaviour. Intervention would be early.

Rewards and Sanctions

Staff have discretion in determining what reward is given to a child who displays good behaviour; the reward may be in the form of (but not limited to):

- Publically praising the child for their choices
- Privately praising the child, where more appropriate
- Awarding of Team points which count towards the scores that are tallied each week in the Lothersdale Legend Assembly
- Nominating the child for Lothersdale Legend and inviting parents into school to see the award
- A phone call to parents
- Giving a sticker or other physical sign of award
- Sending the child to the Headteacher for special mention
- Class rewards for good behaviour all round may include extra minutes at playtime
- Moving the child onto The Rainbow on the class chart

Similarly, staff have discretion in determining the sanction in the event of poor behaviour; the sanctions may include (depending upon severity or frequency of the behaviour):

- Reminding the child privately that they are not being ready/respectful/safe
- Not ignoring low-level disruption but following up, again discretely, reminding the child of our high expectations.
- If poor behaviour continues in lesson time, staff may ask to speak to the child as the others go out to play. This conversation should be used to remind the child of our rules, ask which they may have broken and who was affected by their behaviour.
- The intention is that children learn to take responsibility for their own actions and to accept that they are in control and can make choices - positive or negative.
- If negative behaviours continue, the child may be taken to the Headteacher who will continue the conversation with the child, again in the child's free time.
- The child may be asked to complete a task to help 'make up' for the effects of their behaviour in school; this may include finishing work missed in class, writing an apology to a staff member or other child or tidying up a mess that may have been made.

- If deemed necessary by staff, parents will be informed by a phone call and may be asked to come into school to discuss the issues. On these occasions, the intention is not to shame the child but to reinforce the positive aspects of our behaviour policy and to seek the support of parents.
- The school reserves the right to use exclusion as the ultimate sanction in extreme cases. In these instances, the process will always be discussed with parents. In most cases, exclusion will only happen after parents have been made aware of increasing concerns about behaviour. This may not always be possible; e.g. in the event of sudden or unexpected violent outbursts.

Special Educational Needs (Behaviour)

Children who are named on the school's SEN register, as having behavioural problems will receive the appropriate support and monitoring.

Outside agencies, such as the Behaviour Support Service may be brought in to give advice on dealing with children who are displaying behaviour problems.

This advice may lead to the establishment of a behaviour management plan for the child, with accompanying strategies for teachers/teaching assistants/parents, and the situation will be reviewed regularly in school. Children with an Education, Health and Care Plan (EHCP) who have behavioural problems will be reviewed annually, at a formal meeting, which will usually be attended by a representative of the Behaviour Support Service and the School Psychological Service.

Temporary and Permanent Exclusions

There is a separate policy on temporary and permanent exclusion set out by the Local Authority.

Approved by the Governing Body Summer 2022

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Policy to be reviewed Summer 2025

Signed by: (Governor)