



**The Lancaster School**

## **Behaviour Policy**

**Reviewed September 2018**

**Mrs T Bowman**

**Head Teacher**

## **Introduction**

At The Lancaster School we have a commitment to treating each other with respect and to trying to help one another.

We understand that the school community is made up of many individuals with their differing characters, joys, delights, problems and talents which contribute to the richness of school life.

All children need to know exactly what is expected of them.

School rules are applied consistently, with empathy and kindness, to maintain a caring and orderly school community.

## **Aims and expectations**

- To always encourage and look for opportunities to praise good behaviour; to promote a positive, corporate identity towards the school.
- To encourage a calm, purposeful and happy atmosphere where everybody feels included.
- Common expectations are applied consistently and fairly throughout the school, with parental co-operation and involvement.
- Where there are instances of unacceptable behaviour staff will seek to discover the cause and to help pupils learn to accept responsibility for their actions.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To continue to provide a happy, caring and safe environment where achievements at all levels are acknowledged and valued.
- To help pupils, staff and parents to understand the differing needs of pupils, particularly those with special needs.

## **Children's responsibilities are:**

- To work to the best of their abilities, and to allow others to do the same.
- To treat others politely and with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To move gently and quietly about the school.
- To always try to understand other people's point of view.
- To be prepared to listen to others.
- To resolve issues and problems without resorting to violence towards others.

## **Staff (and other adults working in school) responsibilities are:**

- To treat all children and other adults fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, creative, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules, rewards and sanctions clearly and consistently.
- To be a good role model.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their needs.
- To offer a structured framework for social, cultural and moral education.

## **Parents'/carers responsibilities are:**

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.

- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

### **What we do to encourage good behaviour choices**

- The school promotes good behaviour through the consistent application, by all adults in school, of Assertive Discipline.
- This behaviour management strategy requires a consistent approach to Rules, Rewards and Sanctions which is understood by all, including children and parents.
- The principle aim is to 'spot children getting it right' so that the emphasis is on recognising children as positive role models.
- S.E.A.L. (Social and Emotional Aspects of Learning) and Jigsaw is used as a whole school strategy to promote care and respect for others, and to enable children to explore feelings and ways to deal with them.
- It is promoted through PSHE sessions, assemblies and daily circle time.
- A nurturing ethos is promoted and used by all staff throughout the school based on Nurture principles.
- We make our expectations clear.
- We try to contact parents with positive comments and praise for their children, not just when things go wrong.
- At the start of each term classes discuss and identify classroom and playground rules (between 3 and 5, all worded positively – 'we will...').
- We discourage unsociable behaviour by promoting mutual respect and by teaching pupils that all actions have consequences.
- We teach pupils that they have choices, and support and encourage them to make the right choices.
- We encourage children to take responsibility for their own actions and behaviour. We give pupils the opportunity to become involved in the running of their own school and to voice their opinions through our School Council.
- This Council is guided and supported by Miss Davies.

### **How we celebrate good behaviour choices**

- We praise good behaviour both privately and publicly.
- Stickers are awarded for good work and good choices.
- All class teachers have a system which encourages team/whole class effort, e.g. collecting Lego pieces to earn a class treat
- Once a reward has been given it cannot be removed.
- A weekly celebration assembly is held, to which parents are invited, at which children's efforts across daily school life are recognised and celebrated by presentation of a certificate.
- MDSAs contribute their own choices of children to receive recognition at the celebration assembly.

### **What we do if a child makes inappropriate behaviour choices**

There are expectations of behaviour of all pupils, and the following behaviours are those which will attract sanctions, in line with established class or playground rules:

- Defiance of the authority of teachers or other adults
- Disruption of the teaching or learning of others in the class
- Damage to property or other materials
- Abusive, intimidating or violent behaviour towards other pupils or adults (and see anti-bullying policy)

### **Steps :**

- All staff will follow the agreed Behaviour Management Plan (*Appendix 1*)
- The child is asked to stop and think about their behaviour, with a reminder of expectations. This is usually sufficient.
- Pupils who present inappropriate behaviour on the playground may be asked to miss part or all of a subsequent playtime or lunchtime play.
- Supervised 'time out' provision will be made by teaching staff at lunchtimes.
- Within class pupils are given a series of warnings if they are off task or presenting unacceptable behaviour. The first is a verbal warning.
- The second is a further verbal warning that if the behaviour persists then the time will have to be paid back, in their own time.
- An appropriate amount of time is paid back in their own time (play time, lunch time, Golden time). If at all possible, this is done before the start of the next session so children have the opportunity for a fresh start.
- If the behaviour persists then a child may be removed to another classroom for the remainder of the session.
- Parents will be informed of persistent inappropriate behaviour at the end of the school day.

### **Serious breaches of the Behaviour Management Plan**

The Lancaster School follow the Lincolnshire Ladder of Intervention when supporting challenging behaviour;

- Any pupil presenting 'at risk' behaviours will be screened for underlying Special Educational Needs, at the discretion of the school SENCO. Where a Special Educational Need is identified an SEN Support Assess-Plan-Do-Review cycle will be implemented. Requiring parental engagement.
- For all pupils who are 'at risk' the environmental factors will be investigated, where unmet needs are identified support will be implemented through the means of an Early Help Assessment or TAC where necessary. Requiring parental engagement.
- For pupils who remain 'at risk' a Pastoral Support Plan will be put in place by the SENCO and referrals made to outside agencies (such as BOSS / art therapy). Requiring parental engagement.
- For those pupils who, despite intensive interventions, remain 'at risk' a referral for an intervention placement in alternative provision can be made
- Before a permanent exclusion is made consideration will have been given to a managed move or an intervention placement.
- Should a child present behaviour which seriously threatens the health and safety of others then the decision will be made to remove the child to a quiet, safe place to calm down, and parents will be informed. This decision may override the hierarchy of sanctions.
- Pupils may be placed on an individual behaviour report, or chart, with targets to aim for in each session.
- Teachers may prepare an Individual Behaviour Plan for a child.

- Rewards for meeting targets are negotiated with individual children, and a home/school record book may be used to try to introduce consistency between home and school.
- Individual books may be kept for recording behaviour of particularly challenging pupils.
- If a child threatens, hurts or bullies another child, or in the case of persistent defiance or disruption, the class teacher records the incident(s) and the reports are sent to the head teacher for monitoring purposes.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- For more serious incidents children are given the opportunity to choose a class friend and a good role model, to talk through the incident and agree on how it could have been avoided.
- Where possible, we encourage children to try to resolve disagreements themselves and to take responsibility for their own behaviour.

### **Use of Physical Intervention**

The Education Act 1997 (section 550A) gives powers to school staff to “use, in relation to any pupil in the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person, including the pupil himself
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Staff have been trained in Team Teach (*see Safeguarding Policy and Physical Intervention Policy*).

- This approach focuses on diffusing situations and talking issues through with pupils.
- It also ensures staff are trained in how to safely restrain pupils without putting themselves or the pupils at risk of injury.
- Staff follow very specific guidelines for restraint.
- It is very rare that pupils need to be restrained, and this would only be used as a very last resort where the health and safety of either the child or of others is considered to be at risk.
- All such incidents are recorded as soon as possible and reported to the Head Teacher.
- Parents are informed as soon as possible should physical intervention have been necessary with their child.

### **Exclusion**

Serious breaches of discipline may involve a form of exclusion, either fixed-term, or in extreme circumstances, permanent exclusion. The school has adopted the standard national list of reasons for exclusion, and follows the standard guidance, *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion (DfE Sept 2017)*. We refer to this guidance in any decision to exclude a child from school, as well as to Local Authority Guidance.

## **Fixed term exclusions**

- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
- A fixed term exclusion can also be for parts of the school day for example, if a pupil's behavior is disruptive at lunchtime then they may be excluded from the school premises for the duration of the lunchtime period.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- The head teacher will take account of their legal duty of care when sending a pupil home following an exclusion.
- Learning will be provided for the pupil during times of fixed term exclusions.
- The child and parents will need to attend a re-integration meeting following a fixed term exclusion where a reduced timetable and may or may not be put in place.
- A PSP will be put in place following an exclusion.
- The Executive Headteacher / Head of School reserve the right to exclude pupils from educational visits or residential trips if their behavior is deemed to be dangerous.
- When an educational visit follows a fixed term exclusion the pupil may be required to remain in school during this time for their safety and that of others.

## **Permanent exclusions**

A decision to exclude a pupil permanently will be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- The head teacher will take account of their legal duty of care when sending a pupil home following an exclusion.
- Consideration will be given to a managed move or intervention placement before the decision to permanently exclude is made.

## **Supporting Guidelines**

Pupils do not usually misbehave in class if they are on-task. Pupils tend to be engaged in tasks if:

- The tasks are meaningful
- The level of challenge is appropriate i.e. not too hard so that the pupil feels confused, but not too easy so that the pupil is bored.
- The pupils have a clear sense of short-term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- They have high self-esteem through being valued and are developing a growing sense of competence.
- There is recognition from staff that a pupil's level of motivation can vary.
- Recognition for positive efforts can be more dependably achieved than for misbehaviour.
- Pupils feel safe and secure both physically and emotionally.

## **Positive Approaches**

We aim to ensure that pupils experience success through their efforts in the Early Years Curriculum, the Primary Curriculum and the broader curriculum e.g. creative work, Circle Time, SEAL and Jigsaw activities.

These approaches are communicated both directly and through the relationships and unwritten and unspoken rules and expectations that exist in school.

We want pupils to feel recognised as individual and unique people who have much to offer as well as to learn.

### **Strategies for Positive Encouragement:**

- Showing others their good work
- Sharing/Celebration assemblies
- Positive feedback to pupils and parents (verbal and written)
- Stickers and Certificates

### **Encouraging Good Behaviour Choices:**

The emphasis is on encouragement and motivating pupils through:

- Positive feedback
- Descriptive praise
- Attention paid for success, not failure
- Praise for pupils showing politeness or kindness
- Providing appropriate and meaningful work
- Showing respect for all individuals, including their culture and background
- Modeling desired behaviour
- Creating safety, both physically and emotionally
- Listening to children and communicating that you have heard them

We recognise the importance of raising self-esteem through:

- Communicating a sense of importance
- Ensuring that pupils experience, and have a sense of, their own success
- Providing opportunities for pupils to take responsibility for themselves in their behaviour by encouraging them to make the correct choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum

### **How children can sort out their own difficulties:**

Children are encouraged to take responsibility for sorting out their own conflicts. This means that adults teach and model strategies for doing this, and see that children carry them out to a successful conclusion.

Children are encouraged to be assertive, express their feelings and resolve conflict without resorting to violence, abuse or swearing.

### **Suggested strategy for resolving conflict - 3 steps:**

1. One child listens to the other with no interruptions.
2. The children are encouraged to maintain eye-contact.
3. Each child has a turn to say:
  - What the other has done to upset them
  - How they feel about it
  - How they would like them to behave in future

No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished. The adult is there as referee, not as part of the discussion.

Where children are having difficulty expressing themselves or finding a solution, the adults are expected to model solutions through adult dialogue (rather than confronting a child directly).

If the children cannot resolve their conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

An important step is for a child to recognize how they may be able to put a situation right, e.g. by apologizing, by offering friendship, by doing something voluntarily as a kindness for the other person.

## **Bullying**

The above procedure is also used in situations where there is a concern that the actions of one or more children may be felt to involve bullying. This usually resolves the problems. In the few cases where this is not sufficient then parents of all those involved are informed of the situation and how we intend to resolve it.

Children are encouraged to speak to either an adult or another child in school if they witness an incident where a child is distressed by the actions of others.

If children go home with any concerns regarding either themselves or another child then we encourage parents to let us know.

By dealing with the minor issues it often prevents more serious situations building up. (See *Appendix 2 – Anti-Bullying Policy*).

## **Rules and Sanctions**

- The key to effective behaviour management is consistency from all staff in the application of strategies and in administering consequences and sanctions.
- Responses need to be clear, fair and predictable.
- The effectiveness of sanctions comes through them being imposed following a warning, i.e. do not threaten a sanction unless you intend to carry it through.
- Staff responses need to be appropriate to the level of seriousness of the behaviour.
- The imposition of a sanction should not be based on the tolerance level of a member of staff being exceeded but rather because the child has broken an agreed rule.
- This should be done firmly but be consistent with the school expectation that all people will be treated with respect.
- It should be clear from the actions of the member of staff that it is the behaviour that is unacceptable, not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the adult in future.
- The aim of the sanction is to discourage future misbehaviour.
- The real power of the sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

## **Governing Body**

It is the responsibility of the governing body to monitor the number of incidents and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

## APPENDICES

1. Behaviour Management Plan (Whole School)
2. Anti-Bullying Policy

WHOLE SCHOOL  
BEHAVIOUR MANAGEMENT ACTION PLAN

Our behaviour management strategies are based on;  
School Behaviour Management Policy  
Principles of Assertive Discipline and of Nurture  
Team Teach: De-escalation and appropriate Physical Intervention Strategies

The key to effective behaviour management is consistency from all staff in the application of strategies and in administering consequences and sanctions.

Staff need to know that their colleagues will support them in any situation requiring the management of a child's behaviour/intervention.

Staff also need to understand that a change in adult can sometimes quickly resolve a situation or at least bring it under control. Handing over to another adult is a positive behaviour management strategy, not an admission of being unable to manage a situation.

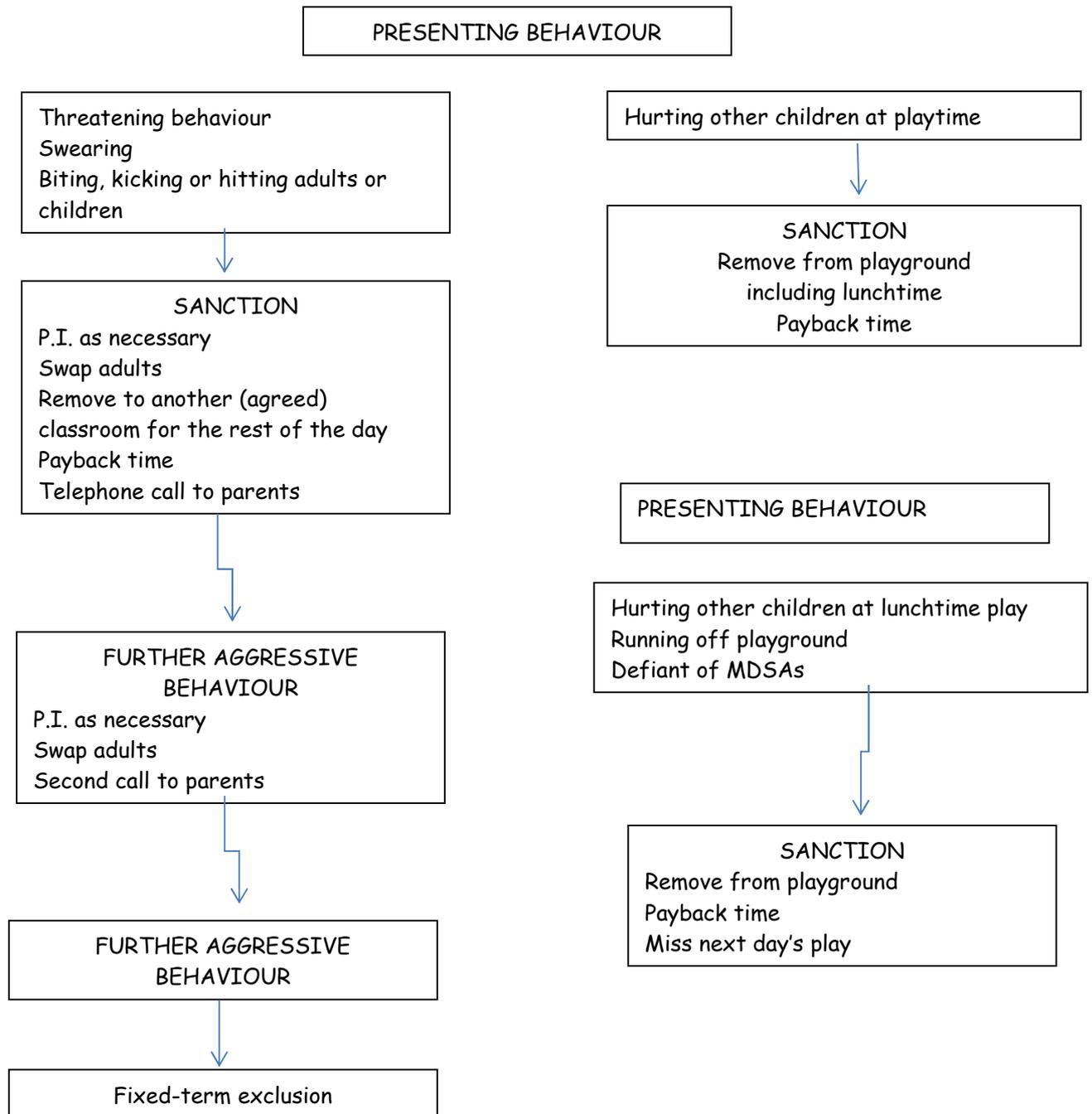
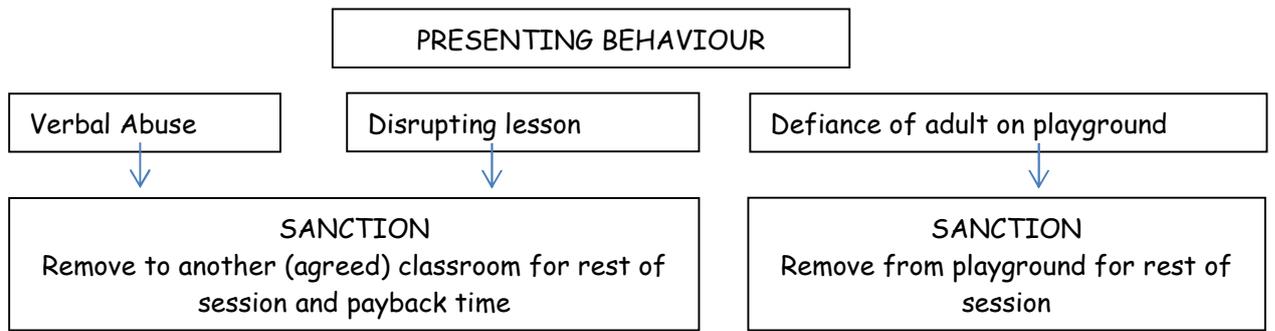
Resolving an issue of challenging behaviour swiftly and effectively in the classroom sends a positive message to the other children in the class, i.e. that the adults are in control and that disruptive behaviour will always be challenged and dealt with.

However, where a child is behaving dangerously, or does not respond quickly to adult control or intervention, then it may be necessary to remove the child from the setting quickly to minimise the impact on the other children.

The attached plan is intended to help us to maintain a consistent approach to behaviour management across school, with a shared understanding of the consequences and sanctions which will result from inappropriate behaviour.

Exclusion from school is a serious consequence, and the decision to exclude is never taken lightly. By applying strategies and/or intervention in a consistent way we can show that we have given children the opportunity to modify or change their behaviour. Failure by a child to respond positively to these opportunities must result in an appropriate sanction, understood by all.

Parents and children need to understand our expectations and the consequences which will ensue from inappropriate behaviour choices.



# Anti-Bullying Policy

## Introduction

Bullying is understood by all staff to be deliberate and sustained actions or words which are motivated by the desire of the perpetrator(s) to cause either physical or emotional harm to the victim(s).

Such (repeated) behaviours can include

- Physical contact or unkind words or deeds;
- Verbal attacks on the victim or his/her family;
- Threats of physical violence;
- Other actions which cause a lack of self-esteem on the part of the victim(s).

This list is not exhaustive, and may include other actions, words or deeds which have a similar effect.

In some cases the perpetrator carries out such actions on the basis of it being habitual behaviour rather than it being a premeditated, systematic campaign.

We have to consider that from parent's point of view:

- a) Parents of 'perpetrators' do not always recognise their children's behaviour as being of a bullying nature, as it is habitual and an every-day part of their domestic life
- b) Parents of 'victims' often fail to understand the difference between occasional squabbles which occur as an every-day part of growing up, and the deliberate, sustained actions or words referred to above (bullying).

This policy aims to produce a consistent school response to any bullying incidents that may occur.

It should be read in conjunction with the school's Behaviour Policy, which details the way in which we encourage positive, appropriate behaviour in all of our children.

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

## School strategies to address bullying issues

Teachers continually aim to help prevent bullying and to establish a climate of trust and respect for all.

In order to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour, teachers use a number of strategies. These include:

- drama
- role-play
- stories
- circle time

### **School response if a child is being bullied**

Should any bullying become known to the teacher of a class the following actions will take place:

- The teacher will deal with the issue immediately, by thorough investigation into the circumstances.
- Teachers and support staff will do all they can to support the child who has been bullied.
- Sanctions will be put in place for the child who has carried out the bullying.
- Teachers will inform the parents and the head teacher if they are aware of any incidents of bullying (both victim and perpetrator).

### **School response to the perpetrator of bullying**

- Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and why that child should be encouraged to change his/her behaviour in future.
- If a child is repeatedly involved in bullying other children, the teacher will inform the head teacher and the special needs coordinator (SENCO).
- The child's parents will be invited into school to discuss the situation.
- In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher/SENCO may contact external support agencies, such as Children's Services or EBSS.

### **Parents who are concerned about bullying**

- Parents who are concerned that their child might be being bullied should contact their child's class teacher immediately.
- If parents are not satisfied with the response, they should contact the head teacher.
- If parents remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus/school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **Pupils who feel they are victims of bullying**

- Pupils are encouraged to tell anybody they trust if they are being bullied, including family and adults in school
- If the bullying continues, a child must keep on letting people know.

### **Recording and reporting incidents of bullying**

The governors of The Lancaster School monitor incidents of bullying and other related behavioural issues on a termly basis.

They are informed by the Head Teacher of any incidents of bullying which have been brought to staff attention, and are advised of the steps taken to address the issue.