

# Lostock Hall Primary School BEHAVIOUR POLICY

## MISSION STATEMENT: Fun and Excellence

### Philosophy

At Lostock Hall our expectations are high; outstanding behaviour is achieved when members of the school community take responsibility for their own good behaviour and support others to do the same. Through our Golden Rules we promote care and consideration for others; politeness and respect; self - control and a sense of responsibility. Our philosophy is based on positive reinforcement and celebration of these values. We aim to capture behaviour which goes 'above and beyond'. Where these values are breeched we encourage children to reflect on their actions and their consequences and make amends where possible. A range of sanctions will be applied fairly and appropriately. We involve parents / carers in this process in order to strengthen partnerships and build the relationship between the school and home.

### Curriculum:

We believe that an appropriately structured, stimulating curriculum and effective learning contribute to good behaviour. Lessons have clear objectives for learning which are understood by the children and differentiated to meet the needs of a range of abilities. The Curriculum is designed around the Mission: Fun and Excellence.

### At Lostock Hall Primary school we aim to enable our children to:

- Stay safe.
- Be healthy.
- Take responsibility for their actions.
- Value the rights of the individual
- Play an active part in their learning and behaviour management.
- Enjoy and achieve to their full potential in their learning.
- Be independent, enthusiastic and confident.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Make a positive contribution

### We believe good behaviour is encouraged when:

- Everyone is treated with respect.
- Everyone has an entitlement to develop confidence and self -esteem.
- Positive relationships, understanding and tolerance promote a community of trust and empathy.
- Self- discipline is fostered, beginning with an awareness of the impact of self on others.
- All are encouraged and supported to understand and explain the consequences of behaviours.
- All are supported to develop independence and responsibility.
- Staff and children lead by example.
- Fairness and consistency is present.

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- Good behaviour is valued by everyone.

### **We implement our Behaviour Policy through:**

- Our school ethos - Golden Rules.
- Expectations of the school community - Golden Rules apply to everyone.
- Consistency - Our Golden Rules and Behaviour Policy apply both on and off site.
- Curriculum - Quality First Teaching.
- School systems - Routines, classroom management.
- Encouraging independence and taking of responsibilities - Outdoor education and residential programmes.
- Praise and rewards.
- Sanctions.
- Support systems for all stakeholders.

## **Lostock Hall Primary School Golden Rules:**

**Be Ready  
Be Respectful  
Be Safe**

Our Golden Rules are reviewed regularly in conjunction with the children. Awareness and understanding of the rules are supported by regular assemblies and discussions between staff and children.

### **Rewards**

We reward those who demonstrate good behaviour and adherence to the Golden Rules. Rewards may include:

- Praise – Smiles are priceless.
- Privileges.
- House point system linked to Golden Rules.
- Achievement Certificates – Public Praise.
- Individual reward points: Bronze, Silver & Gold badges – Public recognition.
- Heart of Gold – awarded by the children. 1 award a week, based on adherence to the Golden Rules and good behaviours for learning as discussed in weekly assemblies – Public Recognition.
- Class and whole school rewards – Extra Playtime
- Stickers and Certificates – Community Recognition

## **Sanctions**

Sanctions are designed to support a change towards more positive behaviour and may include:

- Absence of a smile
- A reminder of the Golden Rules - Explanation
- Verbal warning positive
- Verbal warning linked to consequences – Choices
- Repeating unsatisfactory work in your own time.
- Restorative actions - Consequences
- Move seat within the classroom.
- Time out in the child's 'Place To Be' related to their age
- Reflection time – use of a 'Think' sheet, discussion with an adult
- Sent to another specified class for the remainder of the lesson.
- Parents/Carers informed.
- SLT report
- Playtime/Lunchtime/Out of School Hours Detention.
- Fixed Term Exclusion.
- Permanent Exclusion.

Instances of aggressive/violent behaviour, repeated low level disruption or undesirable behaviour which falls outside 'normal' expectations will involve use of CPOMS to support monitoring and evaluate impact. When monitoring behaviour and evaluating the impact of actions, the following should be considered.

**Antecedents** – What came before the undesirable behaviour?

**Behaviour-** What was the nature of the undesirable behaviour?

**Consequences** – What were the consequences of the behaviour to the perpetrator and others?

**Decisions / Desired outcome-** What decisions have been made in light of the above?  
What is the desired outcome of the process?

## Appendices:

### **1. Physical Restraint and Reasonable Force**

In order to manage extremes of behaviour, it may be necessary to intervene physically between two pupils or to physically remove a child from a dangerous, (for him/her or for others), situation. Within this context, the use of Reasonable Force is permitted. However, this should be within normal legal parameters (No Corporal punishment, within the Human Rights & Special Educational Needs Acts).

Force **will not** be used as punishment.

Reasonable Force may be used to:

- Remove disruptive children from a classroom where they have refused a reasonable instruction to do so.
- Prevent a child from behaving in a way which disrupts a school event or a trip or visit.
- Prevent a child leaving the classroom where this might risk their safety or lead to behaviour that disrupts others.
- Prevent a child from attacking another child or a member of staff or to stop a fight.
- Restrain a child at risk of hurting themselves or others through physical outbursts.

### **2. Screening, Searching and Confiscation**

In the extremely rare event that a member of staff reasonably suspects that a child has in their possession a prohibited item, (weapon/knife; alcohol; illegal drugs or a stolen item), then that member of staff, (of the same gender), is authorised to conduct a Personal Search of Outer Clothing in the presence of a witness. This can be done **Without Consent**.

School Staff can search for any item prohibited under school rules (Eg: toys from home, mobile phones). This can be done **With Consent**. Refusal of consent to a reasonable request would result in disciplinary action being taken.

Items confiscated should be handled/retained/returned within reason.

Weapons and controlled drugs should be handed to the Police.

### **3. Support systems for individual pupils:**

We will support individual children in partnership with parents/carers

- Ensuring safety is of the utmost priority.
- Providing consistency and equity.
- Sharing of information.
- 1:1/group support.
- Differentiated curriculum.

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- Focus groups.
- Rewards.
- Responsibilities and ownership.
- Choice and independence.
- Raising confidence and self esteem.
- Referral to Multi Agency forums.

### **3. Support systems for staff:**

- Behaviour policy and procedures are in place and adhered to
- Ownership of our policy and procedures
- Training eg Team Teach
- Staff team support – working together
- Consistent use of procedures
- Support from Senior Staff and the Lead Behaviour Professional can involve inclusion on School's provision map at School Action.
- Pastoral support from Senior Staff and the Lead Behaviour Professional.
- Support from Multi Agency forums.
- Allegations against Staff will be considered by the Head Teacher/Assistant Head Teacher before the presumption of suspension from duties.

### **4. Support systems for parents/carers:**

- Communicating with parents/carers appropriately and effectively to foster understanding of our policy and procedures and expectations
- Communicating with parents/carers on a regular basis

### **5. Monitoring and Review:**

Behaviour management will be under constant review throughout the school on a class and individual basis.

### **6. Complaints procedure:**

If no informal resolution is found to an issue of concern, then the school complaints procedures should be followed through the submission of a written complaint to the head teacher.