

Lostock Hall Community Primary School

Behaviour Policy

Lostock Hall Community Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a code of conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the code.

Aims:

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills that support our British Values. (This will promote responsible behaviour, self discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, providing a range of rewards for children of all ages and abilities, rather than simply sanction challenging behaviour.
- To make clear to children the distinction between minor incidents/mistakes and serious incidents and the sanctions that will follow any misbehavior.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Values

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Lostock Hall Community Primary School expects children to be well behaved, well mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable.
- Abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring any dangerous instruments to school.
- Children should wear the correct school uniform.

These values have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

School Rules:

1. Be punctual and attend school regularly.
2. Show respect and use our manners.
3. Work hard in everything you do.
4. Respect our school environment and community.
5. Be friendly, co-operative and supportive.

#bethebestthatyoucanbe

Behaviour Management

We have three basic rights as the core to our Policy:-

- (i) The right to learn (or teach).
- (ii) The right to be respected.
- (iii) The right to feel safe

We emphasise the use of Emotional Intelligence techniques by consulting widely with pupils and parents; using circle-time to discuss issues; providing feedback to pupils in assembly and circle-time and by encouraging team-building through our incentive scheme.

To support our overall School Rules we have Cloakroom Promises, Playground Rules and each class will have its own Class Rules, plus an appropriate Home-school Agreement – all discussed with pupils and parents.

Incentive Scheme

A major intent of this policy is to encourage pupil to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Lostock Hall Community Primary School's scheme is based on Team Points and Certificates, through which children can be rewarded for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

The children are divided into teams. Children are awarded Team tokens for thoughtfulness, being helpful, good work, etc. Each team's tokens are counted at the end of the week, and the winning team announced in assembly. We hope that each member of a team will urge the others to try their best in every aspect of school life.

Individual certificates will be awarded throughout the year. Incentive stickers are given to every child. In addition, each class teacher gives verbal or written praise.

Children's achievements, both in and out of school are displayed and announced in our Achievement Assembly.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. Our behaviour policy states these boundaries clearly and firmly.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Major breaches of discipline are physical assault, deliberate damage to property & stealing. LHCPS has a zero tolerance of child-on-child abuse. Any incidents of this will be dealt with by Team Leaders/SLT.

All incidents will be dealt with by following the school policy, whilst considering Race, Sex, Religion & Belief, Disability, Sexual Orientation & Socio-economic status.

Children do make incorrect choices, and, on these occasions, staff discuss the incident with all those involved. Children will then complete a reflection task to enable them to think about their actions and what the correct choice should have been / how they should respond next time.

Children with SEND / Additional needs may need a bespoke behaviour strategy / plan. This will be devised with the child, staff and parents to ensure that everyone understands the approaches school will take in supporting the child. Strategies will be identified on their TLP (Targeted Learning Plan).

Serious incidents may result in suspension or permanent exclusion.

Lunchtime Supervision

At lunchtime supervision is by the Supervisor and a team of Welfare staff. Repeated minor problems might result in the child being asked to complete a task. This should defuse the situation. The Supervisor and Welfare staff will identify children who persistently demonstrate challenging behaviours and communicate this with the class teacher. The Senior Supervisor refers incidents to the Headteacher or the Deputy Headteacher or Team Leader if necessary. The Children should treat the Supervisor and Welfare staff with the respect due to all adults at Lostock Hall Community Primary. Verbal or Physical abuse is not tolerated.

Parents

Parents can help by recognising that an effective School Behaviour Policy required close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parent's Evenings and parents functions and by developing informal contacts with school helps to reinforce their support for the Policy. Teaching and Learning cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Supporting Challenging Behaviour

At Lostock Hall Community Primary School, **ALL** staff follow the DfE guidance as set out in the documents below. Reasonable force will always be used as a last resort.

- Use of Reasonable Force: [DfE advice template](#)
- Restrictive Interventions, including use of Reasonable Force in Schools: [Use of reasonable force and other restrictive interventions guidance](#)

Any staff member using this type of intervention will inform the SLT and the child's parent.

Behaviour Management Standards

At Lostock Hall we all deliver the following set of standards:-

- 1) Consistent Approach
- 2) Immediate Action
- 3) Fairness Equitable
- 4) Mutual Respect
- 5) Focused on child's behaviour not the child

- 6) Time-out is measurable
- 7) 'Clean Slate' Approach
- 8) Positive Attitude
- 9) Safety and well-being of all pupils is essential
- 10) Time for reflection

Documentation

Any behavioural incidents that cause concern are recorded.