



Poulton Lancelyn Primary School Behaviour Management Policy and Procedures

This document was adopted and approved by the Local
Governing Body September 2023

This document will be reviewed in Summer Term 2024

1. Introduction

Oak Trees Multi Academy Trust expects a high standard of behaviour at all times from pupils, parents and staff. The Board of Oak Trees Multi Academy Trust has the duty to lay down the broad strategy for maintaining a high standard of student behaviour and discipline in Oak Tree Academies. The Board has delegated to each Academy/school the responsibility for a localised detailed approach to meeting the Trust's expectations.

The Board of Oak Trees Multi Academy Trust expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other;
- Headteachers to prevent and deal with all forms of bullying, including cyberbullying in a timely and efficient manner;
- Parents to encourage their children to show that respect and support the school's authority to discipline its students;
- Headteachers to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school;
- Local governing bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- That every teacher will be good at managing and improving pupil's behaviour, and will be well supported by the senior leadership team at the school to help them achieve this. The advice below summarises the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.

2. Local Protocol

Each school will publish on its website their individual protocol for dealing with behaviour issues in the school.

3. The Board of Oak Trees Multi Academy Trust's statement and policy

Oak Trees Multi Academy Trust has charged each Local Governing Body with the duty to set the framework of the school's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. Oak Trees Multi Academy Trust expects each school to establish and maintain a behaviour protocol that promotes self-discipline, respect for others and proper regard for authority.

It will be reviewed annually or more frequently if necessary.

4. Academy Trust ethos

The ethos of Oak Trees Multi Academy Trust is echoed through the Oak Trees Values (respect, collaboration and inspiration) and through the British Values of:

Tolerance
Unity
Democracy
Opportunity
Respect

5. Rules of conduct

The Headteacher of each school will draw up and review periodically a positive and constructive set of school rules that will:

- Promote self-discipline and proper regard for authority among students;

- Encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- Ensure standard of behaviour is acceptable;
- Regulate students' conduct.

6. Rewards and sanctions

None of the school's sanctions must be degrading or humiliating. The Trust expects all rewards and disciplinary penalties to be applied fairly and consistently. High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. We should expect these high standards at all times but the list below represents the most common sanctions against less than acceptable behaviour:

- rebukes to individual, group or class;
- movement to another seat;
- report to teacher at break time/lunchtime;
- written punishment e.g. additional or reattempt work;
- referral to more senior teacher/Headteacher;
- parents asked to visit school, joint monitoring by parents, tutor as appropriate;
- fixed term exclusion;
- permanent exclusion.

7. Use of Reasonable Force

Further information on the use of reasonable force can be found in the Trust Positive Handling Policy.

8. Disability

Where the misbehaviour of students is related to a mental or physical disability, the Trust expects that the Headteacher will make reasonable adjustments to enable those students to be included within the school community. These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- ensuring that staff are aware of any students with such disabilities;
- ensuring that appropriate help is sought to enable the school to make reasonable adjustments;
- ensuring that school resources are committed to assist in making reasonable adjustments; and
- making reasonable adjustments to school organisation to the timetable of particular students.

9. Responsibilities of the Headteacher

The Headteacher's role is to establish and maintain a behaviour protocol that promotes self-discipline, respect for others and proper regard for authority. The Headteacher, when determining the behaviour protocol, must do so with a view to ensuring that students complete any tasks reasonably assigned to them in connection with their education. The Headteacher will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:

- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;

- ensuring that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students.

The Headteacher is required to set out the behaviour and discipline protocol in a written document and to consult the local governing body before publishing it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

POULTON LANCELYN PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT PROCEDURES 2023-24

Introduction

This policy has been written for the staff, pupils, parents and Governors of Poulton Lancelyn Primary School. It is expected that all staff and children will adhere to the details as set out in order that the highest standards of behaviour are achieved at all times. For this to be successful, consistent application of its principles should be applied by staff and supported by parents and Governors. The school's behaviour policy applies to all aspects of the school day during school-based activities and off-site visits, and includes extra-curricular activities that occur when they are led by school staff or externally provided coaches.

This policy has been written in collaboration with Governors, staff and children to benefit all members of the school community and is the foundation for facilitating high levels of attainment and progress.

Principles

At Poulton Lancelyn, we believe that good behaviour is essential for effective Teaching & Learning to occur and to achieve a successful and safe environment in which children can learn and develop to their full potential. We seek to promote positive behaviour strategies coupled with a fair and firm approach to unacceptable behaviour. We strive to promote social and emotional behaviour skills which will encourage independent, resilient and responsible individuals.

We aim to ensure that effective behaviour management allows all children to have the opportunity and the right to learn in a safe and engaging environment that is not adversely disrupted by others.

This behaviour management is underpinned by promoting teamwork and collaboration through the development of positive relationships where all members are valued. All pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. We actively seek to tackle any form of bullying, harassment or prejudice through the use of appropriate sanctions.

We believe in a system that develops respectful and responsible attitudes and encourages the development of appropriate behaviour.

We believe in the development of positive behaviour for learning.

We believe in a child-centred approach, fostering and valuing positive relationships.

We believe in developing a positive and effective partnership with parents/carers to achieve positive outcomes for all children.

Our behaviour systems are research informed through the implementation of strategies outlined by Tom Sherington CPD (Walkthrus) and by reading P.Dix *When The Adult Changes Everything Changes*.

School Rules

Our behaviour procedures are underpinned by 3 overarching rules:

Be Ready

Be Respectful

Be Safe

Staff will refer to these rules when acknowledging positive behaviour and when reflective on negative behaviour

Promoting positive behaviour

The following strategies are utilised consistently across the school to promote and encourage good behaviour from all pupils as individuals and collectively as classes.

Recognition Lists

A value will be set by the Headteacher/Deputy each Friday for the following week. Pupils will be placed on a recognition list if they demonstrate this value during the week. Pupils will remain on the list for the entirety of the week. Having their peers highlighted on the list will encourage others to demonstrate the value.

House Point System

When starting their school journey at Poulton Lancelyn each child will be placed into one of 4 Houses (Mayer, Brotherton, Lancelyn, Leverhulme). House points are awarded to **individual** children for demonstrating high standards in their work, effort and/or behaviour – going above and beyond what is required. House points are recorded and collated by House Captains at the end of each week. The number of points earned by each House is announced during the Celebration assembly with the winning house being awarded a ‘trophy’ for the display. At the end of each half-Term, the house with the most ‘trophies’ are rewarded with a non-uniform day. Year 6 captains will keep a tally of the winning teams across the year.

Purple Certificates

All staff will send home Purple Certificate frequently for exemplary work, behaviour or effort. This can also be for being added to the recognition board or accumulating house points. The certificates will be given to pupils at the end of the day and positive conversations will be had with parents, where possible. During the Celebration assembly, pupils will be celebrated for receiving a certificate.

Purple Passes

Every adult will give out Purple Passes each week when a **whole class** is demonstrating high standards of behaviour and setting a clear example to others. Examples include walking through corridors and between buildings sensibly and quietly; entering and leaving assembly appropriately; working in class in a calm and focused manner.

Purple passes should be displayed in the classroom and will be collated at the end of the week by a class monitor. Classes achieving 20 or more will be congratulated in the Celebration assembly and awarded a 15 minute extra playtime during the following week at a time suitable to the class teacher.

Cup of Kindness

A ‘Cup of Kindness’ is presented in the weekly Celebration Assembly. This award will be presented to any child who has demonstrated a particular act of kindness during the previous week. Children nominate their peers to receive this award.

Recognition Assembly

At the end of each half term 5 pupils will be selected from each class for their effort, behaviour and progress over the half term. Parents will be invited into these assemblies.

All staff have been asked to follow these behaviour systems to maintain a consistent approach across the school however staff, particularly lower down in the school or with specific children with behavioural needs, may use systems such as charts and stickers to encourage positive behaviour.

Staff will be encouraged to actively communicate with parents on a weekly basis to highlight positive behaviour and effort in learning that has gone above and beyond. This will be done via informal conversation, phone calls and certificates home.

Responsibility Roles

Within school, there are many roles that our children hold which help to maintain positive behaviour and relationships across our school community

Play Leaders – Upper KS2 children are awarded the role of KS1 or KS2 Lunchtime Play Leader. With support from the TA on duty they organize games and activities for younger children on the playground.

Peer Mediators – Peer mediator roles are applied for and awarded to Upper KS2 children to support their peers in the KS1 & KS2 playground. They are trained by our Pastoral Teaching Assistant to diffuse disagreements amicably and encourage positive play.

Big Friends/Little Friends – Y6 and F2 children are placed into ‘buddy’ pairs. Time is spent throughout the Year doing activities together to promote kindness and friendship.

Sports Ambassadors – Pupils are selected to create active challenges during playtimes. Rewards are given by the pupils to classes who participate actively in the challenge.

Lunch time Prefects - Pupils support with a range of elements during lunch time. Pupils help supervise in the dinner by helping younger children carry plates, whilst other monitor key doors so that pupils are walking sensibly along the corridors.

Rights Crew - Pupils apply and are selected to be appointed to the Rights Crew. This group of pupils help to uphold and promote the UNICEF Rights of the child within school. In a similar representation to a school council, the Rights Crew help to provide pupil voice about key decisions and support with events across the school calendar such as charity work.

Road Safety Officers – Our road safety officers help to ensure that the roads surrounding our school are kept safe. They promote active travel to school and encourage safe parking in the locality.

Eco Crew – To maintain a positive environmental outlook, our Eco Crew seek to promote sustainability in school. During the year, they will promote switching off of lights, recycling and other initiatives to improve our planet.

WAMH Ambassadors – Mental health and well-being is extremely important and if pupils are not in a positive frame of mind then learning will not be as effective. This new group of children will promote positive well-being throughout the year through mental health initiatives and events.

House Captains – House captains collect house points weekly and read out the totals during Celebration Assembly. House captains also show visitors around our school, highlighting our routines and areas of interest.

Sanctions

At Poulton Lancelyn we believe in a positive behaviour system and the vast majority of the children respond effectively to this at all times. However, occasionally some children might display behaviour that is below the standard that we expect and that is not in accordance with our school rules. The following escalation system has been developed with staff and governors. All staff, including supply teachers and sports coaches, are expected to use the system consistently. Supply teachers and sports coaches must report back to the class teacher when a child has moved between zones.

1. Insist

Staff will aim to use non-verbal cues to promote a positive response and to insist on expected behaviour and focus. Minor behaviour includes chatting, not listening, fiddling with equipment.

Insist Prompts	
Verbal gestures	Non-verbal gestures
3, 2, 1 1, 2, 3 eyes on me Do this (with actions)	Team stop gesture Chime

2. Caution/change

Staff will use behaviour scripts to promote a change in behaviour. Examples below

I need you to change your behaviour by demonstrating the respectful listening that I know you are capable of.

I noticed you are would you like some support? OR Please can you....

Thank you for..... Now I would like you to.....

I loved it when you...(something positive recently).....I would like to see that attitude/effort again

Do you think you have made the correct choice? How could you change this situation? (Thank for a positive answer)

We need to have a short conversation about our school rules at.....

At Poulton Lancelyn we expect....

I would like to see you...

3. Final Warning/Reflect

Staff will speak to the individual for no more than 30 seconds to explain that a reflective conversation will take place regarding unacceptable behaviour at an appropriate time after the lesson e.g. a short duration of break time.

4. Time out/Reflect

If unacceptable behaviour continues to disrupt learning, the staff member will ask the individual to walk to a quieter area of the school (e.g. bay area) and alternative supervision will be sought for the class. The teacher will have a calm reflection when the child is ready to identify the trigger for the behaviour and to identify how to resolve this conflict. Once the behaviour has been addressed the individual will return to the classroom.

Restorative conversation starters

1. What happened?
2. What were your thoughts/feelings at the time?
3. What have been your thoughts/feelings since?
4. Who has been affected by what happened?
5. How have they been affected?
6. What do you need to happen now?
7. How can we do things differently in the future?

If steps 3 or 4 have been utilised, a record of the incident will be recorded on CPOMs and parents will be informed via a phone call or an informal meeting at the end of the day. The Headteacher, Deputy and Assistant Headteacher are automatically notified of all CPOMs records

Major Breaches in Discipline

Any major breaches of the school's behaviour policy will be dealt with by the Headteacher or Deputy Headteacher. Sanctions for such breaches will be serious and may result in a fixed-term or permanent exclusion. Examples of this type of behaviour are:

- Physical assault
- Deliberate damage to property
- Stealing
- Leaving school premises without permission
- Violent behaviour
- Refusal to follow instructions
- Swearing at adults and/or other children in anger

When specific children demonstrate any of these types of behaviours repeatedly, a range of strategies will be used in addition to the positive strategies adopted by the school as mentioned earlier in the document. Additional strategies include home/school books, regular updates to parents from class teachers, Visual behaviour charts, and referral to the SENDco for external agency advice/support.

If a child behaves in a way that seriously endangers themselves or others and does not respond to adult instructions, physical restraint may be necessary (see MAT Positive Handling Policy). The behaviour incident will be thoroughly investigated and sanctions issued. Parents will be informed and all details will be recorded.

A staged approach will be taken to major disciplinary breaches

Stage 1

A discussion will take place with the Deputy Headteacher/Assistant Headteacher, the child and the parents detailing the incident. The child will be issued with a Behaviour Chart which must be completed daily by the class teacher and signed by the parents.

The child will follow this report chart for at least 1 week.

If no improvements are made then the child will move to Stage 2 – parents will be informed of this.

Stage 2

A behaviour chart will be continued for a fixed period of time and a referral made to the SENDco. The SENDco will seek further advice and support from appropriate external agencies and if necessary a Behaviour Support plan put in place. The plan will set out clear targets to improve behaviour and the support accessed. This plan will be reviewed Half-Termly. If there is no significant improvement at Stage 2 following the Behaviour Support Plan, the child will move to Stage 3 – parents will be informed.

Stage 3

At Stage 3 further advice will be sought and assessments undertaken as appropriate by external agencies. It might be necessary for an 'internal exclusion' to be put into place. This might include

the child working in an alternative classroom and/or loss of playtimes, including lunchtime break. Parents will be kept informed and integral to the process. If there is no significant improvement at Stage 3, the child will move to Stage 4 – parents will be informed.

Stage 4

Parents will be informed that their child is at risk of exclusion due to continued unacceptable behaviour. There are circumstances where there is no alternative but to exclude a pupil. In these cases the Local

Authority exclusion procedures will be followed which may result in a fixed term or permanent exclusion.

Lunchtime procedures

During lunchtimes supervision is carried out by Teaching Assistants and Midday Supervisors. These staff members will reinforce and promote positive behaviours and rewards as set out in this document to ensure high standards of behaviour at lunchtime. Midday staff will also be invited to celebration assembly to provide certificates to pupils that they have identified at lunch time.

Use of Reasonable Force

The MAT Positive Handling Policy should also be read in conjunction with this document.

Although circumstances would be considered to be extremely rare, there might be times when staff at Poulton Lancelyn have the power to use reasonable, proportionate and necessary force. This would be utilised to prevent pupils from committing an offence, injuring themselves or others or damaging school property with the aim to keep everybody safe. Where such action is necessary parents will be informed and details of the incident recorded securely in school.

Power to search pupils

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils to have prohibited items eg knives and weapons, alcohol, illegal drugs, tobacco and stolen items. These items can be confiscated and the law protects staff from liability for damage, provided they have acted lawfully. Force cannot be used to search for items banned under the school rules. Where such action is deemed necessary searches must be carried out by the same sex as the pupil being searched and there must be a witness. An exception to this would be that a search of a pupil from the opposite sex can take place, and without a witness, only if there is reason to believe that significant harm will be caused if the search is not carried out immediately.

Dealing with Incidents of Bullying

There are some incidents which may be considered to be bullying. The school's anti-bullying policy should be read in conjunction with this document.

At Poulton Lancelyn, staff will monitor and record any incidents which concern them on CPOMs. Pupils are actively encouraged to report any incidents that might constitute an incident of bullying to an adult in school. The information will be handled sensitively and passed to members of the SLT. A detailed investigation will take place and findings recorded.

Staff Training

To ensure good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. Staff have received training on de-escalation procedures. All staff, including Lunchtime Assistants, have opportunities to be involved in specific training in

behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools' systems.

Equal opportunities

The staff ensure that high standards of behaviour are expected from all children. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.