



# **Poulton Lancelyn Primary School Behaviour Management Policy & Procedures** T

This document was adopted and approved by the Local Governing Body  
January 2020

At Poulton Lancelyn Primary School we are a Rights Respecting School. A Rights Respecting school not only teaches about children's rights but also models children's rights and respect in all its relationships between: teachers/adults and pupils, between adults and between pupils.

## 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 CARE Values and 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; and
- regulate students' conduct.

## 6. Rewards and sanctions

None of the school's punishments 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;
- movement on class behaviour display to another zone;
- report to teacher at break time/lunchtime;
- written punishment e.g. additional or reattempt work;
- referral to more senior teacher/Headteacher;
- placement "On Report" - parents informed;
- 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 2019-2020**

**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.

**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.

**School Charter (Appendix 1)**

A clear set of school rules has been established in the form of a Charter to ensure that everyone understands expectations for behaviour at Poulton Lancelyn. The Charter is displayed clearly throughout the school; in every classroom and in the playgrounds. Children are reminded of these expectations at the start of the school year and frequently throughout the year. They are utilised by staff when discussing the behaviour of individuals. The Charter closely promotes the Rights Respecting School core values of respect and kindness. Children are expected to adhere to the Charter and values in all aspects of school life.

**Responsibility Roles**

**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.

**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. 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 Team with the most 'trophies' are rewarded with a non-uniform day. Year 6 prefects will keep a tally of the winning teams across the year.

### Purple Passes

Every adult will give out up to 10 Purple Passes each week. These are awarded when the **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. Class teachers should not award Purple passes to their own class but supply/support staff are encouraged to.

Purple passes should be displayed in the classroom and will be collated at the end of the week by Year 6 prefects. 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.

### Purple Certificates

Class teachers are encouraged to nominate up to 3 children per week to receive a Purple Certificate for exemplary work, behaviour or effort. The certificates will be presented during the Celebration assembly. A group photo will be taken and shared on Twitter.

### 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.

Teachers are also encouraged to use a variety of class behaviour systems as appropriate to the age and needs of the class. Examples include marble/bean jars, 'Secret Student', Star of the Day, 'Hometime hero', table awards – children will be rewarded with positive verbal comments, positive written comments, positive feedback to parents, increased responsibility, stickers, praise stamps and class certificates.

### 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 Charter. The following system has been developed with staff and Governors. All staff, including supply teachers and sports coaches, are expected to use the system consistently. Class teachers will carefully monitor children's movement between zones so that appropriate actions can take place. Supply teachers and sports coaches must report back to the class teacher when a child has moved between zones.

### Behaviour Zones

In each classroom, Behaviour Zones charts will be displayed. Every child in the class will have their name on a laminated card (Some Teachers may relate these to curriculum topics) and these are placed on the Green zone at the start of every session.

### Green Zone

All children will start each lesson and playtime in the Green zone and will remain there if they continue to follow the School Charter

### Yellow Zone

Children will be moved in this zone for minor infringements of the School Charter. Each child will initially be given a Verbal Warning of the infringement but if the behaviour persists they will be told to move zones – this will be carried out quietly with minimum disruption to the lesson. They will remain in this zone for the duration of the lesson or playtime. At the end of the session the teacher will briefly discuss **the behaviour** with the child using Rights Respecting language, before moving their name back to the Green zone.

Examples of unacceptable behaviour:

- Not following the School Charter
- Talking in corridors, assembly or lessons

- Calling names
- Being rude to peers or adults
- Pushing
- Unkind behaviour
- Lack of respect for equipment
- Low-level disruption

### Red Zone

Children will be moved into this zone if infringements of the School Charter persist and the child has not responded to a verbal warning and movement into the Yellow zone. Adults will instruct children to move into the Red zone which will incur further sanctions. Sanctions would be chosen appropriate to need.

**Any incident where a child enters the Red zone will be recorded on IRIS (School Behaviour Management Portal) by the adult that issued the Red zone.**

### Sanctions

The pupil must report to the Phase Leader at the start of Lunchtime – discussion will take place with the child to decide which rules were not adhered to and the sanction to be given

- Up to 15 minutes loss of playtime appropriate to age and details of the behaviour
- Class Teacher to discuss with parents
- Refer to DHT/AHT for further support
- Refer to HT for further support

Children can also be move immediately into the Red zone for more serious breaches of the School Charter. Incidences of this type are rare at Poulton Lancelyn but when they do occur they are treated seriously.

Examples of this behaviour include:

- Fighting/hitting/kicking/punching/pinching
- Aggression towards children and/or adults
- Defiance

Sanctions should be appropriate and proportionate to the incident. They include:

1. Class teacher to report to Phase Leader. The incident will be investigated and parents verbally contacted by the Class teacher
2. Phase Leader to report to DHT/AHT. The incident will be reported to parents and they will be invited in to a meeting where behaviour support strategies will be agreed.
3. DHT/AHT to report to HT. Parents will be contacted in writing and invited to a meeting where additional behaviour support strategies will be agreed.

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.

Children who persistently enter the Red zones will lose privileges such as Clubs, Sports competitions and Discos until behaviour is more consistently in keeping with the School Charter.

### 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

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:-

### Stage 1

A discussion will take place with the DHT/AHT, 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. Children should award House points for individuals following the School Charter, and Purple Passes should be given for examples of whole classes following the School Charter effectively.

The Behaviour zones should also be followed at Lunchtime but will take the form of a card rather than a display of children's names.

All children will begin lunchtime on the Green zone. Should they not adhere to the School Charter a verbal warning will be given. If the negative behaviour persists, then the children should be shown a Yellow card and told that they are now in the Yellow zone – the reason for moving into that zone should be clearly discussed detailing which element of the School Charter was not adhered to. These discussions must be done sensitively and away from others where possible.

If the unwelcome behaviour persists further a Red card will be shown and the child told to move to the wall for a calming down period of 5 minutes. After this time, discussion will take place as to why the behaviour was not in keeping with the School Charter.

Middays will keep a written record of the incident that will then keep the Class Teacher be informed of any child that has not followed the School Charter. The Class Teacher will record the incident on IRIS and take appropriate actions as set out in the Behaviour Zone guidance.

#### 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. 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.



## Appendix 1 – School Charter

<b>Right</b>	<b>Responsibility</b>	<b>Rule</b>
I have a right to learn	I am responsible for my learning by making sure that I am ready to learn. By making good behaviour choices I am allowing others to learn	<b>We do our best and work hard</b>
I have a right to teach	I am responsible for my teaching and making sure I am ready for the lesson by being prepared.	
I have a right to be respected	I have a responsibility to treat everyone with respect	<b>We treat others how we want to be treated</b>
I have a right to be heard	I have a responsibility to listen to others without interrupting	<b>We listen carefully and follow instructions</b>
I have right use school property	I have a responsibility to use property and equipment properly and treat it with respect	<b>We look after property</b>
I have right to know what the school rules are	I have responsibility to follow them	
I have a right to be safe at school	I am responsible for helping to keep it safe	<b>We behave sensibly in school and in the playground</b>
I have right to be told the truth	I am responsible for being honest	<b>We are honest and tell the truth</b>

# **Behaviour Leaflet**

At Poulton Lancelyn we promote a positive behaviour system that reinforces and rewards good behaviour.

Our School Charter has been agreed by staff, children and Governors to ensure a positive learning environment:-

**We do our best**

**We treat others how we want to be treated**

**We listen and follow instructions**

**We look after property**

**We walk sensibly in school**

**We are honest**

### **House Point System**

When starting their school journey at Poulton Lancelyn, your child will be placed into one of 4 Houses.

House points are awarded by all staff to children for showing high standards in their work, honesty, politeness, co-operation and effort.

House points are recorded and collected by Year 6 Prefects at the end of each week. The number of points earned by each House is announced during the Celebration assembly. The winning house is 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.

### **Purple Passes**

Every class will also have the opportunity to earn Purple Passes each week. These are awarded when the 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 will be collected at the end of the week by Year 6 prefects. Classes achieving 20 or more will be congratulated in the Celebration assembly and awarded a 15 minute extra playtime during the following week.

### **Purple Certificates**

Children can also aim to receive a Purple Certificate. Class teachers are encouraged to nominate between 2 and 3 children per week to receive a Purple Certificate for exemplary work, behaviour or effort. The certificates will be presented during the Celebration assembly.

## **Behaviour Zones**

Behaviour Zones charts are displayed in each classroom and are used as a visual aid to encourage good behaviour in keeping with the School Charter and as a way of teaching children that there are consequences to unacceptable behaviour.

### **Green Zone**

All children will start each lesson and playtime in the Sunshine/Green zone and will remain there by continuing to follow the School Charter. Children who remain in this zone will be given a range of positive feedback from the adults in school.

### **Yellow Zone**

Children will be moved in this zone for minor infringements of the School Charter. A child will initially be given a Verbal Warning but if the behaviour persists they will move to the yellow zone. They will remain in this zone for the duration of the lesson or playtime. At the end of the session the teacher will briefly discuss **the behaviour** with the child using Rights Respecting language, before moving their name back to the Green zone.

### **Red Zone**

Children will be moved into the Red Zone if infringements of the School Charter persist or children show aggressive or defiant behaviour. Adults will instruct children to move into the Red zone which will incur further sanctions. Sanctions would be chosen appropriate to need and include a discussion with the Phase Leader, Deputy Headteacher or Headteacher. Some playtime may be missed and when the need arises parents will be informed. A record of the incident will be kept.

**We thank you for your support and encourage you to discuss your child's behaviour with them on a regular basis. Should you wish to discuss your child's behaviour with the class teacher please contact the school office.**