



## Behaviour Management Policy 2018

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Headteacher	Kieran Walsh	
Governor approval	26/1/2019	

### **POLICY FOR MANAGING BEHAVIOUR AND DISCIPLINE**

Lanner Primary School wishes to provide a school environment that is safe, respectful 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 Behaviour that sets out, in general terms, how we expect our pupils to behave in school and on visits. Our expectation is that all children and adults in school will behave in a polite and respectful way towards each other. Focus is placed on everyone using good manners in the classroom and around the school. The Code of Behaviour is agreed with the children and parents upon entry to school. All pupils are expected to behave according to the guidelines set out in the Code.

### **Aims**

- To foster a kind and caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes as well as knowledge and skills. Where all members of the school community use good manners and behave respectfully towards each other. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish poor behaviour.

- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any inappropriate behaviour.
- To resolve behavioural issues as they occur, in the expectation of achieving an improvement in behaviour.
- To address incidents of bullying immediately.

**We use our School Rules (Appendix 1) to remind pupils about positive behaviour:**

### **Our School Rules**

**Show respect and good manners at all times.**

**Care for everyone and everything.**

**Follow instructions with thought and care.**

**Negative behaviour choices are unacceptable. These are listed on our School Behaviour Chart (Appendix 2). Children who display these behaviours will be given the relevant sanctions.**

### **Roles and Responsibilities**

A caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of the whole school community at Lanner Primary School. All members of the school community, whether pupil, staff, governors, parents or carers, should set, and expect, high standards of behaviour within the school and on the school grounds.

### **Pupil support**

The promotion of positive behaviour for all is the key aim. To support pupils in this way, we model behaviour through staff setting examples. Promoting mutual respect and healthy self-esteem is an important aspect of our work. Through PHSE, we aim to develop resilience, self-esteem, emotional intelligence, friendship skills and co-operation and collaboration. We support students by having routines and rules in place and by having rewards and sanctions with which to deal with issues as they arise.

- We try to teach the appropriate behaviour expected of pupils so that they can take responsibility for their own behaviour and make the right choices. Clear choices ('good choice' and 'poor choice') are given to encourage ownership of behaviour.
- We praise pupils for their work and behaviour, by nonverbal and verbal methods. Praise is personal to the pupil, supported by appropriate body language, well timed, frequent and consistent.
- Teachers and support staff will deal with incidents during the course of the day in the classroom and on the playground by following the behaviour code (Appendix 2). Any incidents are dealt with promptly and followed up. A record of behaviour is kept by staff.

If a pupil consistently makes poor choices and/or is not able to respond to the rewards and sanctions in the school, we will provide further behavioural support in the form of an individual behaviour contract which will also encompass support from our Learning Mentor or Thrive Practitioners. This contract will take into consideration the very personal circumstances of the pupil in putting together strategies to improve their

behaviour. Behaviour contracts are formulated by the class teacher and Head Teacher in consultation with the SENCo or Learning Mentor/Thrive Practitioner. Parents will be invited into school so that they are aware of the conditions of the Behaviour Contract. Regular review meetings with the child and parents/carers take place to monitor progress and adapt the contract where necessary.

### **Staff Support**

Staff are supported in positive behaviour management through the application of the behaviour policy. Rewards and sanctions are available for staff to use, as are strategies to support positive behaviour management.

Staff have clear routines to follow, e.g.

- A behaviour code to follow when dealing with unacceptable behaviour. This enables staff to manage behaviour within their own classrooms unless a 'Thin Ice' is issued when the sanctions will be escalated.
- Routines for accompanying children around the school so that they behave respectfully to others.
- Lunchtime staff have a separate routine for managing behaviour.
- Behaviour contracts when needed.

Behaviour contracts are produced to support both pupils and staff in defining clear parameters for improving behaviour. Separate systems of rewards and sanctions are appropriate for these.

### **Incentives and Rewards**

The main intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

- All children start the week on the 'green' section of the School Behaviour Code chart (see appendix 2). Children who make good choices all week remain on the green section.
- Teachers may choose to operate and manage their own individual reward chart within their classroom, ranging from raffle tickets for a daily draw to counters in a jar.
- 'Lannergram' certificates are awarded each week at the whole school celebration assembly. Each class teacher is able to award three per week for any achievement within the class. One of these will be for the 'Lanner Olympic Learner' for the week.
- 'Lanner Lion' awards are given half-termly for consistent effort and achievement. Each class teacher is able to award two of these to children who have made a consistent effort in any area.
- Team points for their house team can be earned as a reward for all aspects of good work and behaviour. Team points are reported each week in the celebration assembly. At the end of each term, the team points are counted and a cup is awarded to the team who has collected the most points.
- Further rewards in the form of incentive stickers are given to children at the discretion of the staff.
- Good attendance is celebrated each week; the class with the best attendance is presented with the Attendance Cup in the weekly celebration assembly. This is also published on the Newsletter.
- Children will regularly bring their work to show the headteacher and other members of staff – to celebrate effort and hard work.

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 a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a supportive and fair manner, having regard to the age of the child. Class teachers make use of a

**'Good choice/ Poor choice'** board as a visual aid to children.

Each case is treated individually. Children are reminded that they are responsible for their own behaviour choices and that breaking our School Code has consequences, as follows.

### **Good Choice/ Poor Choice Board (Green – Amber – Red)**

All pupils start each day\* on 'Green' (pupils represented by small laminated photo or name).

If children make a poor choice which is considered to be a minor indiscretion (e.g. talking when the teacher is talking, time wasting, low-level disruption of learning, forgotten to use good manners) they will be moved to the 'amber' section of the behaviour board. This serves as a warning to the children.

If further minor poor choices are made, children will be moved down the board as shown below.

1 poor choice = I will be informed that I have received a warning (In Amber)

2 poor choices = I will be moved to 'Red'. (Time in my own class)

3 poor choices = I will be asked to leave the class and have a 15 minute time out in another class.

4 poor choices = I will lose break and/or lunchtime time and be moved to 'Thin Ice' (see below).

If children make a poor choice which is considered to be a more serious indiscretion, (e.g. they have not followed staff instructions, they have called someone unkind names/ have teased someone; they have answered back to school staff; used swear words) they will be moved directly to the 'red' section of the board.

*\*Infant classes, or more challenging classes may wish to use the system with a fresh start for the morning and afternoon.*

### **Thin Ice**

Children may be placed on 'Thin Ice' for one serious disciplinary issue or through an accumulation of minor poor choices. Serious disciplinary issues include:

- Fighting.
- Deliberately hurting someone or damaging their belongings, e.g: pushing, shoving, kicking or tripping.
- Intentionally intimidating or threatening someone, including swearing at or behaving aggressively towards others.
- Trying to 'get even / get back' at someone for the way they have behaved instead of letting an adult address the issue.
- Watching others being hurt or intimidated without getting adult help.
- Being dishonest or telling lies to get someone else into trouble.
- Being openly defiant and refusing to cooperate with staff.
- Leaving the classroom / playground without permission.
- Stealing someone else's belongings.
- Making unacceptable comments about another person's race, culture or religion.

When a child is placed on 'Thin Ice', the child will be sent with a completed 'Thin Ice' card (see appendix 4) to a member of the SLT for cool down time. KS2 children will be sent to Tamsin Pulley or Claire Merrifield; KS 1 children will be sent to Helen Steele. If either staff member is unavailable, the other will deal with the 'Thin Ice'. As a result of being issued a 'Thin Ice', the child will be placed on a behaviour report for one week, after which time it will be reviewed. The class teacher will notify the child's parents by telephone.

Any work missed from time out of the lesson will need to be completed during a break time or at home.

### **Behaviour Contract**

If a third 'Thin Ice' is issued within in a term / twelve week period, the child will be sent to the Head Teacher for cool down time. Parents / carers will be invited to attend a meeting with the Head Teacher where a Behaviour Contract will be put in place. This will be monitored closely and reviewed after six weeks. The child will take part in a behaviour management session each week with the Head Teacher and learning mentors where they will undertake activities designed to help them make the right choices. Activities may involve circle time, role play, social skills games and development of self-esteem and emotional literacy. Additionally, the child will attend sessions with the Learning Mentor or Thrive Practitioner to address underlying behaviour issues.

**Addendum during COVID19 Pandemic. It is not possible to send children to other areas of the school due to children working in bubbles. Therefore, teachers will adapt the behavior policy to ensure sanctions are still in place. The main ethos is to promote positive behaviour and to be as inclusive as possible. However, if a child does require some form of sanction and reaches the third poor choice, some break or lunchtime may be taken away from the child. If the incidents occur in the afternoon then the sanctions may be carried over. These will be short, sharp reductions of break and lunch ie 1 or 2 minutes.**

### **Exclusion**

In exceptional cases, exclusion from the child's class may be necessary. This may take the form of an internal exclusion within school, a transferred inclusion for one or two days at another school within the Crofty MAT or a fixed term exclusion where the child may be excluded for up to five days as defined by the Head Teacher, depending on the incident. (see Appendix A)

Exclusion: In extreme cases Lanner Primary School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools 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 DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

**Lunchtime Supervision**-The Lunchtime supervision team will stick as closely as possible to this policy however due to the surroundings things will have to be slightly altered. Please see below:

**Good Behaviour**

I am playing nicely with others and following the school rules.

**Poor Choice**

I have made a poor choice. E.g. I have not played nicely or acted in an inappropriate manner.

**CONSEQUENCE: My poor choice will be noted by the lunchtime supervisor (1<sup>st</sup> WARNING)**

**Second Poor Choice**

I have made another poor choice.

**CONSEQUENCE: I will have a 5 minute 'think and cool off time' in a designated area in the playground (2<sup>nd</sup> WARNING)**

**Third Poor Choice**

I have made another poor choice or I have made a more serious poor choice, such as I have called someone unkind names/ I have teased someone; I have answered back to school staff, I have used swear words.

**CONSEQUENCE: I will have a 15-minute time out in the playground – designated area. My teacher will be informed and he/she will contact my parents at the end of the day.**

**Thin Ice**

**I have made 4 poor choices in one day.**

OR

I have deliberately hurt someone or damaged their belongings. E.g. I have pushed, shoved, kicked or tripped someone; I have been fighting; I have intentionally intimidated or threatened someone, including swearing at or behaving aggressively towards someone; I have tried to 'get even / get back' at someone for the way they have behaved instead of letting an adult deal with it; I have watched others being hurt without getting adult help; I have been dishonest or told lies to get someone else into trouble; I have been defiant and refused to cooperate with staff; I have left the playground without permission; I have stolen someone else's belongings; I have made unacceptable comments about another person's race, culture or religion.

**CONSEQUENCE = My teacher will be informed and I will lose 15 minutes of a break time for 5 consecutive days. My behaviour will be monitored by a report card, which will be shown, on a daily basis, to my parents or carers.**

**Parents and Carers**

We appreciate the involvement of parents and carers in discussing the school rules, rewards and sanctions with their child / children and their support of the policy. We recognise that an effective School Behaviour Policy  
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requires close co-operation between all members of the school community. Therefore, we will contact parents and carers about their children's behaviour when appropriate. This may be to discuss rewards as well as sanctions.

### **Care and Control of Children**

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. When discussing behaviour with a child, staff must ensure that the child is made aware of the fact that it is the behaviour that is unacceptable, not the child.

A child making the appropriate choice following a poor choice, e.g. apologising, returning to the class, focusing on learning, etc. should be praised for making a good choice. In this instance, and at the class teacher's discretion, a child who has been placed on 'amber' or 'red' may be moved back up the behaviour chart. However, this cannot happen if a 'Thin Ice' has been issued.

### **Recording of Behaviour Incidents**

The 'Thin Ice' incidents will be recorded in the behaviour log in the office, including the reasons for the incident. Lunchtime incidents will be recorded by lunchtime staff and class teachers. All other records of behaviour will be kept by the class teachers.

### **Intervention**

If a child attacks another child or adult violently, is unable to calm down, or is posing a risk to themselves or others, the teacher will remove the other children from the area to a place of safety and request assistance from the 'Team Teach' trained staff who will intervene, following the school's policy on restraint.

When Team Teach restraint has been used, the details of the incident must be recorded in the 'Team Teach' book in the office. These, and any other incidents where children or adults have been hurt or verbally attacked, must be recorded on the online Cornwall County Council Accident Reporting System. This includes any verbal or physical abuse of school staff from parents or carers.

**This document has been completed ensuring that all concerned with its production have taken into account current legislation relating to race, gender, age, sexual orientation, ability and disability. Pupils with specific difficulties with speech, language or communication may be subject to a separate behaviour code according to their identified needs.**

**This will ensure that, where possible and with the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.**

## **Appendix 1**

## Our School Rules

**Show respect and good manners at all times**

**Care for everyone and everything**

**Follow instructions with thought and care**

## Appendix 2

### Behaviour Code

#### Good Behaviour

<p>I am a good role model and demonstrate good behaviour across the school. I am honest, respectful and well-mannered.</p> <p><b>REWARD: I receive Lannergrams, team points, raffle tickets, class rewards and stickers. When appropriate, my work will be shared with other members of staff.</b></p>
<p style="text-align: center;"><u>Poor Choice</u></p> <p>I have made a poor choice. E.g. I have been talking when the teacher is talking; I have behaved in a way that has disrupted learning; I have forgotten to use good manners; I have wasted time in class.</p> <p style="text-align: center;"><b>CONSEQUENCE: My poor choice will be recorded (1<sup>st</sup> WARNING)</b></p>
<p style="text-align: center;"><u>Second Poor Choice</u></p> <p style="text-align: center;">I have made another poor choice.</p> <p style="text-align: center;"><b>CONSEQUENCE: I will have a 5 minute time out within the classroom (2<sup>nd</sup> WARNING)</b></p>
<p style="text-align: center;"><u>Third Poor Choice</u></p> <p>I have made another poor choice or I have made a more serious poor choice, such as I have called someone unkind names/ I have teased someone; I have answered back to school staff, I have used swear words.</p> <p style="text-align: center;"><b>CONSEQUENCE: I will have a 15 minute time out in my partner class. My parents will be contacted by the class teacher. (3<sup>rd</sup> WARNING)</b></p>
<p style="text-align: center;"><u>Thin Ice</u></p> <p style="text-align: center;"><b>I have made 4 poor choices in one day.</b></p> <p style="text-align: center;">OR</p> <p>I have deliberately hurt someone or damaged their belongings. E.g. I have pushed, shoved, kicked or tripped someone; I have been fighting; I have intentionally intimidated or threatened someone, including swearing at or behaving aggressively towards someone; I have tried to 'get even / get back' at someone for the way they have behaved instead of letting an adult deal with it; I have watched others being hurt without getting adult help; I have been dishonest or told lies to get someone else into trouble; I have been defiant and refused to cooperate with staff; I have left the classroom / playground without permission; I have stolen someone else's belongings; I have made unacceptable comments about another person's race, culture or religion.</p> <p style="text-align: center;"><b>CONSEQUENCE = I will lose 15 minutes of a break time for 5 consecutive days.</b></p> <p><b>My behaviour will be monitored by a report card, which will be shown, on a daily basis, to my parents or carers.</b></p>
<p style="text-align: center;"><u>Head teacher Review</u></p> <p>The Head teacher will review all report cards. Children who have made progress will fit back into the Behaviour Policy. If satisfactory progress has not been made the report will continue.</p>
<p style="text-align: center;"><u>Internal/External inclusion (see flow chart for external exclusions)</u></p> <p>I have behaved dangerously and put the safety of myself or others at risk; I have been openly rude, defiant and argumentative with staff.</p> <p style="text-align: center;"><b>CONSEQUENCE = I will be excluded from my class for one or more days as decided by the Head Teacher. This exclusion may take place away from my class in school, at another school, or at home.</b></p>

## Appendix 4

## Thin Ice Card

### THIN ICE REPORT CARD

**Date:**

**Name:**

**has been placed on**

**'Thin Ice' because**

**Parent / carer notified?**

**Signed:**

**Class teacher**

### **BEHAVIOUR REPORT CARD**

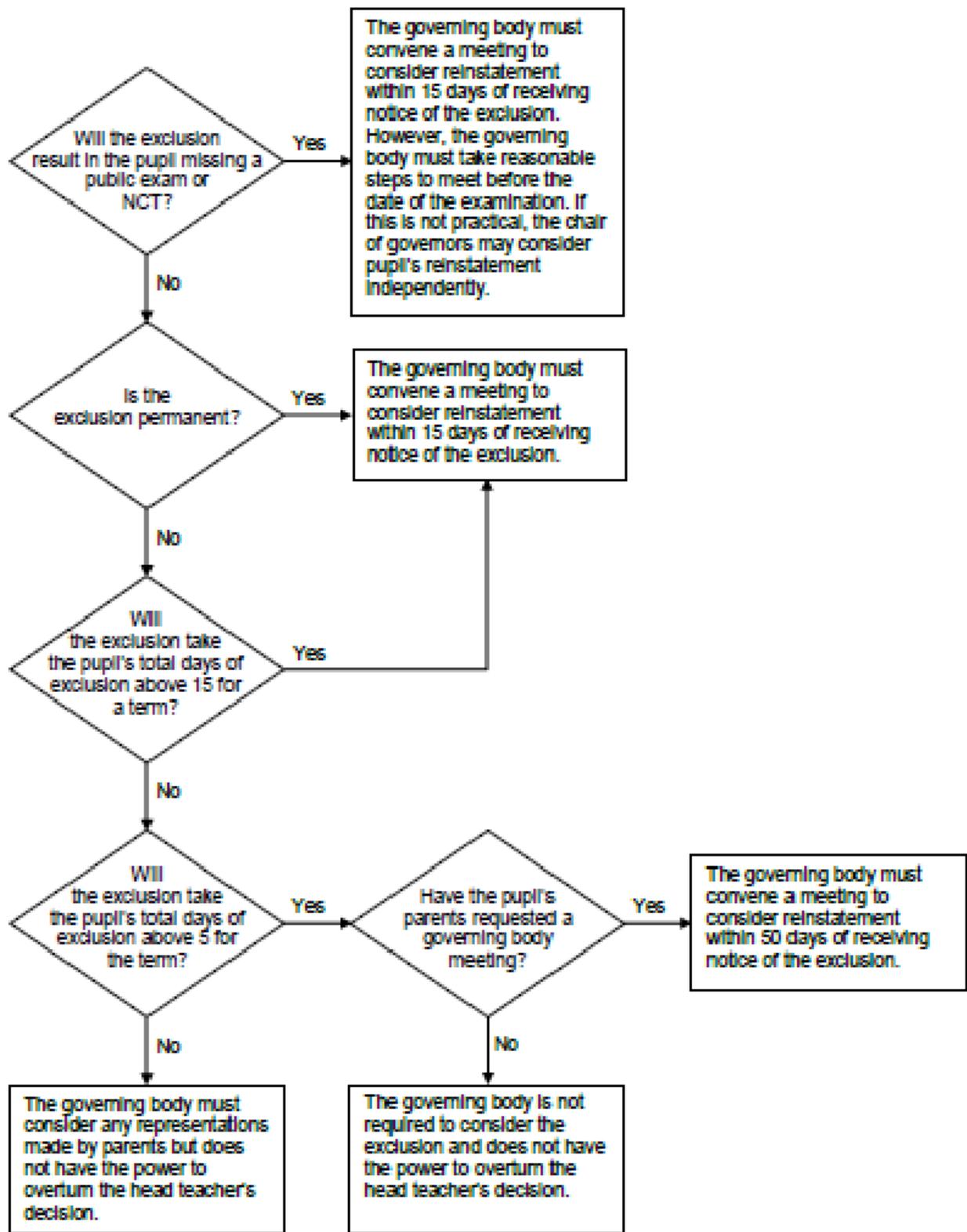
	<b>1<sup>st</sup> session</b>	<b>2<sup>nd</sup> session</b>	<b>Break</b>	<b>3<sup>rd</sup> session</b>	<b>Lunch</b>	<b>4<sup>th</sup> session</b>	<b>5<sup>th</sup> session</b>
<b>Mon</b>							
<b>Tues</b>							
<b>Wed</b>							
<b>Thurs</b>							
<b>Fri</b>							

**End of week review:**

**Signed:**

**SLT staff**

## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.