

Lancastrian Infant School Behaviour Policy



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Lancastrian Infant School Behaviour Policy

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This policy refers to pupils who attend Lancastrian Infant School and includes pupils who attend Sunrise and Sunset Club.

Sept 2020: This policy should also be read in conjunction with our Covid 19 School reopening Risk Assessment.

1. Principles

Lancastrian Infant School believes that a positive approach to children is the underlying ethos of behaviour management and prevention of bullying. This policy reflects a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment, victimisation and bullying, as well as promoting equality of opportunity, the welfare of pupils and staff and good relations across the whole school.

2. Ethos

Our school is an inclusive, nurturing and aspirational learning environment where everyone works together as a team to give the children the best possible start to their education.

This policy reflects the ethos with positive values and is based on the concept of promoting positive behaviour and attitudes in all aspects of school life.

3. Values

The Lancastrian 5 determine the values of the school: Making Friends, Resilience, Listening, Learning and Caring. These are promoted throughout the school with all children and staff. Pupils are rewarded for demonstrating behaviour that reflects these values and this supports them to develop a positive attitude to their learning and behave in a respectful manner.

4. Aims

- To promote inclusion and outstanding behaviour
- To set guidelines which promote outstanding behaviour and learning in school, thus allowing the school to function as a cohesive unit
- To provide children with the environment and skills to be independent, resilient and resourceful
- To encourage children to take responsibility for their own behaviour and actions
- To develop children's sense of self-esteem
- To promote the aspects of outstanding practice which promotes positive behaviour
- To agree a consistent approach for dealing with children whose behaviour is causing concern
- To use a therapeutic planned approach for recurring incidents of negative behaviour
- To improve school attendance and punctuality
- To ensure children are protected from bullying, discrimination, harassment and victimisation
- To provide agreed sets of rules that confirm what is acceptable behaviour throughout the school
- To recognise good behaviour
- To provide a consistent approach to dealing with acceptable behaviour
- To ensure that the systems for pastoral care support children
- To work in partnership with parents, governors and outside agencies to achieve these objectives

5. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#) January 2016

[Use of reasonable force in schools July 2013](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#) May 2014

[Supporting pupils with medical conditions at school](#) December 2015

[Keeping Children Safe in Education 2020](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). 2014

In addition, this policy is based on:

[Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

[Sections 88-94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

6. Roles and Responsibilities

Responsibilities of the Governing Body

- The Governing Body must ensure that this policy promotes high standards of positive behaviour.
- The Curriculum Committee will review the behaviour policy on an annual basis.
- The Governors must consult with the Headteacher, Staff, parents and pupils on the principles of the Behaviour Policy.

Responsibilities of School Staff:

- Provide a calm, positive and purposeful atmosphere to promote high standards of positive behaviour
- Ensure that procedures are understood regarding participation in lessons and activities, pupil discussion, movement in class and around the school
- Provide an effective and challenging curriculum, appropriately differentiated to stimulate and engage the children and promotes positive learning behaviours.
- Encourage the children to feel responsible for their learning and capable of success and thus to promote self-discipline
- Ensure that lessons and activities start and end on time and are well paced
- Have high expectations of all pupils in terms of both achievement and behaviour
- Be constructive and positive
- Be specific about what behaviour is expected and what is unacceptable
- Model behaviour expectations and remain calm when dealing with behaviour.
- Encourage pupils to set and organise clear goals for themselves, reflect on their own progress and work co-operatively with their peers
- Deal with pupils sensitively and appropriately
- Follow the agreed procedures to promote positive behaviour and sanctions for poor behaviour.

- Support each other when dealing with challenging incidents
- To communicate clearly with parents about their child's behaviour

Responsibilities of Parents

- To support the school's behaviour policy in order to provide a consistent message between home and school.
- To support their child's learning
- To co-operate with the school
- To communicate their concerns with their child's teacher

7. Behaviour Management

7.1 Our Lancastrian 5 Behaviour Expectations

We have worked collaboratively to develop the following behaviour expectations that are based on our Lancastrian 5.

Listening- We listen to each other, respect what others have to say and don't interrupt.

Caring- We care for ourselves and other people. We are kind and helpful.

Learning- We work hard and don't waste our own or other people's time.

Friendship- We are good friends who are gentle and don't hurt each other.

Resilience- We try hard to persevere and not give up.

(See **Appendix 1**)

7.2 Class Charters

In Key Stage 1 classes also develop their own Class Charters. These are based on the above expectations but also allow children and staff to individualise the behaviour expectations for the class. These are reviewed with the children and referred to.



Examples of Class Charters



7.3 Recognition of Positive Behaviour

The School promotes positive behaviour through the Lancastrian 5 and Working With Others (WVO). These encourage learning behaviours that support the development of resilience, positive self-esteem and a love of learning. Pupils' desire to learn and excitement for learning minimises incidents of poor behaviour.

Recognition for positive behaviour is developed through praise, encouragement, focus on positive behaviour and the use of recognition boards.

Recognition boards are a way of publicly recognising pupils who have kept to the rules and are maintaining the agreed behavioural expectations. The recognition board will be focused on a specific expectation at one time.



In addition, the mobile app [Marvellous Me](#) will be used to communicate home when positive behaviour has been consistently recognised at school.

7.4 Consequences for concerning behaviour (See Appendix 2)

On the occasions that a pupil's behaviour causes concern, staff will follow the consequences as set out in appendix 2. This includes information for when parents will be contacted about behaviour.

In more persistent/extreme cases the following may be considered:

- A therapeutic behaviour plan to support the child's needs
- Emotional support from an ELSA or Play therapist
- Lunchtime supported play in a smaller group
- In cases which give rise to real concern, outside services such as Early Help, Learning and Behaviour Advisory Team (LBAT), Child development centre, Child and adolescent mental health (CAMHS) Educational Psychology Service or Social Services may need to be contacted. These consultations will always include parents.
- Temporary exclusion: Authorised only by the Headteacher. In the absence of the Headteacher, a senior teacher will contact her for advice and the Headteacher will make the final decision. In the event that contact with the Headteacher is not possible, the senior teacher will contact a local authority representative. This is a legal issue, instigated by the Headteacher. Arrangements for the setting and marking of work must be made.

7.5 Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.5 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of each child.

The school's SENDCO (Special Educational Needs & Disabilities Co-ordinator) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Reasonable Force

Very occasionally a situation occurs where reasonable force may be required to support a pupil or to keep a pupil or group of pupils safe. This will be carried out in accordance with the school's Reasonable Force Policy and govt guidelines. Staff will only use reasonable force if they have been trained by Team Teach. See Reasonable Force policy.

9. Attendance

See Attendance Policy

10. BULLYING

10.1 Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils must be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

10.2 What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and it is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Types of bullying:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Gender based	Gendered bullying is any unwanted behaviour that enforces traditional, heterosexual gender norms. It is related to homophobic, bi-phobic, or transphobic bullying; and bullying for gender-nonconformity
Social	Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying may be distinguished from other unacceptable forms of behaviour as it is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Bullying will not be tolerated in this school and staff must act, and be seen to act, firmly against such behaviour whenever and wherever it happens. All incidents will be reported to the Head Teacher. They will be investigated thoroughly and, if substantiated, taken seriously and acted upon.

10.3 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. They will take into account any incidents of bullying, beyond the school gate, which are reported to them.

10.4 Our Curriculum

Our curriculum approach is central to our anti-bullying strategy. Whilst we are a small, infant school, we have a global outlook. We know, understand and have an opinion on what goes on in the world. We learn how to stay safe online through participating in assemblies and classroom sessions using age appropriate material. Our RSHE curriculum ensures that we address topics related to mental health and bullying. Our Working with Others (WVO) focused sessions encourage children to interact positively, trust, communicate and solve problems together.

We ensure that pupils know who they can talk to if they are worried about anything in school.

10.5 Procedures

1. Children are encouraged to report incidents that result in their feeling threatened, unhappy or tearful.
2. If it is impossible to follow up a child's concern immediately they will be told it will be looked into within twenty-four hours and the adult will report back to them.
3. Each child involved in the incident will be spoken to separately.
4. The talks will not be confrontational, the premise is that there is a problem and the bullied pupil is unhappy and has experienced bullying.
5. A record of the bullying incident will be placed in the behaviour file which is kept in the Headteacher's office.
6. The parents of children involved in a bullying incident will be contacted by the Headteacher.
7. Recorded incidents will be reported to the school Governors.

11. Training

All staff will attend regular training on managing behaviour. It will form part of staff members' CPD. Staff will maintain a log of their training.

All new staff and regular visitors will be asked to read this Behaviour Policy.

Behaviour management will form part of induction for students.

12. Links to other policies

This policy should be read in conjunction with:

SEND Report and local Offer

SEND policy

Reasonable Force Policy

Attendance Policy

Child Protection Policy



Lancastrian 5- Behaviour Expectations



Listening- We listen to each other, respect what others have to say and don't interrupt.



Caring- We care for ourselves and other people. We are kind and helpful.



Learning- We work hard and don't waste our own or other people's time.



Friendship- We are good friends who are gentle and don't hurt each other.



Resilience- We try hard to persevere and not give up.



Appendix 2

Lancastrian Infant School- Positive Behaviour Recognition

Expectations of children's behaviour are set out in the behaviour policy and are reinforced by each class' charter. These are embedded in all aspects of school life and poor behaviour has consequences.

Types of behaviour	Rewards
1. Pupil observed following class charter/school rules and expectations	Positive behaviour is verbally recognised.
2. Pupil consistently follows class charter and behaviour expectations	Class recognition board is used for positively reinforcing the behaviour. Pupil may also be awarded a sticker for behaviour.
2. Pupil is observed being kind to another pupil.	
2. Pupil demonstrates good behaviour more than two days in a row.	
2. Pupil is observed carrying out good learning behaviours.	
3. Pupil is repeatedly observed carrying out good learning behaviours and good classroom behaviour.	Class adult may use Marvellous Me to recognise positive behaviour. A sticker may be awarded
4. Pupil's good behaviour continues/improves over period of a weeks or more.	Pupil is sent to Headteacher.
5. Exceptional behaviour continues over a week.	Pupil is mentioned in celebration assembly.

Appendix 3

Lancastrian Infant School Consequences of poor behaviour:

Expectations of children's behaviour are set out in the behaviour policy and are reinforced by each class' charter and the behaviour expectations. These are embedded in all aspects of school life and positive behaviour is rewarded.

On the occasion of poor behaviour the following protocol will be followed by all staff.

Location	Behaviour Stage and explanation	Consequence of behaviour
In class Playground	1. Minor disruption 1. Argument/minor altercation with another pupil.	Warning given. Teacher informed. Teacher reinforces class behaviour expectations
In class Playground	2. Disruption continues 2. Pupil continues with unacceptable behaviour.	
In class Playground	3. Major disruption occurs. e.g. violence to another pupil, violence to an adult, breaking of school property, swearing, shouting or general rudeness. 3. Incident of violence against a pupil/adult, breaking of school property	Challenge, ignore, divert Reminder, followed by caution and private conversation with an opportunity to re-engage. Thinking time may be given at this stage. Headteacher informed
In class Playground	4. Behaviour persists	
In class Playground	5. <ul style="list-style-type: none"> • Physical assault against a pupil or adult. • verbal/threatening behaviour against a pupil/adult. • Bullying • Persistent disruptive behaviour. • Misconduct which may include the following; theft, sexual, violence or damage. 	Headteacher called. Follow procedure as above. Parent invited to meeting with teacher and HT. (or by phone) Incident is followed by a chance to 'repair' when child has calmed down. At this level the HT has the right to enforce either a Fixed Term Exclusion or in extreme circumstances a Permanent Exclusion.

Appendix 4

Lancastrian Infant School

Behaviour Incident Form

Pupil's Name:

Class:

Time:

Location:

Details of Incident

Reported to:

Actions Taken:

Signed:

Date:

Lancastrian Infant School Record of Reasonable Force Incident

Date:

Time:

Incident (to include any Team Teach holds used):

Action Taken:

Signed:

Date:

Appendix 6



Lancastrian Infant School Racist Incident Monitoring Form



Incident Reported by:		Position in school:	
Incident Reported to:		Position in school:	
Date and time of incident:		Date and time of Report:	

Section 1 Details of those involved in the incident

Record details of each perpetrator and victim. Please attach additional sheet if necessary.

	Victim	Perpetrator
Name		
Pupil (Y/N)		
Class		
Member of Staff or Governor (Y/N)		
Other		
Other relevant information		
Ethnic groups (tick)		
White British		
White Irish		
Any other White		
Indian		
Pakistani		
Bangladeshi		
Any other Asian		
Black Caribbean		
Black African		
Any other Black		
Mixed Race		
Chinese		
Traveller		
Any other ethnic group		
Please indicate if subjects are refugee/asylum seeker		

Section 2- Type of Incident

Location: _____

Type of incident

Name calling		Threatened assault	
Verbal abuse		Attack on property	
Physical abuse		Abuse by electronic means	
Refusal to co-operate due to cultural or religious reasons		Socially isolated	
Radicalisation related incident (Prevent)		Other	
Graffiti			

Seriousness of incident

1	No offence was intended	
2	Hurt or distress was caused but the offending behaviour is unlikely to be repeated	
3	Hurt or distress was caused, and the pupil responsible had been previously warned about this behaviour	
4	Substantial hurt or distress was caused and the behaviour was based on substantial hostility and prejudice and the behaviour is repeated	

Description of the incident

Section 3- Action to be taken to deal with the incident and details of support offered to subject and perpetrator

What actions were taken to deal with the incident?

Oral reprimand/discussion with perpetrator		Formal apology by perpetrator	
Discussion with subject		Adaptation to curriculum	
Discussion with perpetrator's parents/carers		Referral to outside agency	
Discussion with victim's parents/carers		Exclusion	
Referral to police		Other action- please specify	
Referral to CHANNEL (Radicalisation incident)			
Referral to ELSA			
WS online form completed			

Signed: _____ **(reporting incident)**
Date: _____

Signed: _____ **(Headteacher)**
Date: _____