At Lothersdale Primary School, we promote positive behaviour and hold high expectations for all our pupils, at all times. We understand the importance of providing a happy and secure environment for all, in order to achieve positive pupil outcomes.

**Rationale**

* All staff, governors and children have high expectations of the standard of behaviour in school, and this is consistently reinforced.
* All children and staff have the right to feel safe in their school environment; the behaviour of everyone should support this.
* Agreed systems are in place and understood for reinforcing desirable behaviour and dealing with unacceptable behaviour.
* Children and parent / carers are aware of the school’s approach to behaviour management.
* Children’s individual needs are considered and sometimes an Individual Behaviour Plan (IBP) is designed to support the child.
* Where behaviour is considered severe, the school will work in partnership with the parents and where necessary, outside agencies.

**Objectives**

In school, there should be a calm, productive atmosphere with all children engaged in learning. Transitions should be orderly and respectful.

At Lothersdale Primary School, we understand that good relationships are at the heart of positive behaviour and all staff members are encouraged to develop excellent relationships with all children and their families. Behaviour, both positive and negative, is shared sensitively with parents/carers through face to face conversations; phone calls home and/or notes in children’s planners – whichever is deemed most appropriate.

Children should be encouraged to develop self-discipline and self-motivation and take responsibility for their actions. They should be encouraged to respect property and act considerately. This, in turn, supports the school in developing pupils’ metacognitive and self-regulation strategies to become better learners.

**Strategies and Systems**

**Managing Behaviour**

As the person managing the behaviour of children, it is vital to be firm, fair and consistent. Children learn from the example that we set them so we must set an excellent example, at all times.

All staff should adhere to the following advice:

*Under no circumstance is it acceptable or legal to physically punish a child*

* Prevention is better than the cure - find time to routinely remind children of our high expectations of their behaviour
* Explain the reasons for our high expectations: children are more likely to respect them if they understand them
* Recognise and reward examples of good behaviour at every opportunity
* Praise in Public (PIP); Reprimand in Private (RIP)\*
*\*Although represented on the visual behaviour chart, restorative conversations about behaviour(s) are conducted with appropriate levels of sensitivity, on a personal level, with the adult(s) managing the situation.*
* Treat all children as you would expect to be treated by them
* It should be remembered and obvious in dialogue that it is the behaviour that is unacceptable NOT the child
* Avoid shouting as a way of reprimand
* Certain children will require individual programmes of behaviour support, which should be discussed and agreed with them and their parents/carers. Staff working closely with these children should be made aware

**Positive Behaviour Management**

Listed below are a range of strategies that are proven to have been effective in positive behaviour management. These are used throughout school to create a positive ethos and culture:

* Positive feedback and reinforcement: acknowledge>approve>affirm (e.g.“Thank you for tidying up so quickly - you are a great helper!”)
* Positive correction - instruct the pupils clearly, concisely and positively (e.g. “Please walk.” instead of, “Stop running!”)
* Use the phrase *‘Thank you’* after articulating or reaffirming expectations
* Positive repetition - when you give a direction, ask someone who knows what to do to repeat it and praise the pupils who carry out the instruction
* Use non-verbal cues to reengage pupils (e.g. hands up, finger on lips, pointing to prompt cards, the ‘look’)
* Give take-up time - give a clear, specific direction in a non-confrontational way and then move away from the pupil with a clear expectation that they will comply
* Redirection – repeat a direction without being side-tracked
* Tactically ignore - ignore any secondary behaviour if the pupil is compliant with the primary behaviour request (e.g. if the pupil begins the task when asked [primary behaviour], ignore any huffing or muttering [secondary behaviour)
* Physical proximity - move closer to the pupil
* Distraction/Diversion - start lessons with ‘brain breaks’ to regulate an unsettled pupil or give an alternate task or activity without highlighting any unacceptable behaviour
* Where/What? - “Where should you be?”; “What should you be doing?”
* Choices - “Put your toy on my desk or in your bag - which are you going to do?”
* Reprimand in Private (RIP) - a quiet word rather than a public confrontation that will cause embarrassment and increased anxiety
* Repair/Rebuild - as soon as possible after a reprimand, find an opportunity to say something positive about the pupil’s behaviour
* Praise in Public (PIP)

**The Rainbow Chart**The ‘rainbow chart’ is displayed in all classrooms in school. Children start neutral each day. Positive behaviours are encouraged throughout school to promote a conducive learning environment for all and are the agreed behaviours stakeholders expect at all times.

Pupils who consistently display positive learning behaviours will be given the opportunity to move onto the ‘rainbow’. Exceptional behaviours will be rewarded in the Lothersdale Legends assembly.

**Lothersdale Legends Assembly**

The weekly Celebration Assembly praises the hard work, effort and good behaviour of children across the school. Parents are invited to attend and certificates are issued.

**The ‘Rainbow Chart’ – *Warnings and Consequences***The school understands that from time to time, the behaviour of some pupils may ‘slip’ and negative/unacceptable behaviour may be displayed as a means of communication.

Following an incident, a sanction will be warranted (see below), which includes an important restorative conversation with the appropriate adult. It is important that this is completed within the same school day, where possible. However, a student can redeem themselves and move ‘back up’ the behaviour chart in the next session.

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| --- | --- |
| **Rainbow**  | **Rewards:**  |
| * Contributing in lessons
* Trying your best
* Listening carefully
* Being proud of your work
* Helping others
* Putting your hand up
* Respecting the school environment
* Respecting your school books
* Reading at home
* Positive attitude towards learning
* Playing fairly
* Being a good friend
 | * Verbal praise – ‘well done’
* Non-verbal cues – smile, thumbs up, Team point(s)
* Showing work to other children and staff
* Behaviour awards/certificates
* Stickers
* Positive phone call/text home
* Roles/responsibilities in school
 |
| **Cloud Level 1**  | **Sanctions:**  |
| * Low level disruption (fiddling, whispering)
* Disruptive behaviour
* Calling out in class
* Shouting in school unnecessarily
* Talking in the line when being told not to
* Ignoring playground routines
* Talking in assembly
* Running inside school
* Not following instructions
* Showing a lack of manners
* Wasting learning time
* Unprepared for lessons
* Sitting incorrectly at your desk
* Being in the wrong place intentionally
* Poor attitude to learning
* Not producing your best work
* Making rude remarks
* Refusal to work
* Intentionally hurting someone’s feelings
 | *1. Give non-verbal warning2. Give verbal + action warning*Firm and clear instructions about what is expectedMiss 1 minute of playtime/lunchtime with CT  |

|  |  |
| --- | --- |
| **Cloud - Level 2**  | **Sanctions:**  |
| * Repeat of Cloud 1 behaviours
* Disrespecting the school environment
* Disrespecting the school equipment
* Persistent refusal to work
* Wasting learning time
* Swearing
* Name calling
* Lying
* Poor playtime/lunchtime behaviour
 | Note to parent/carerLog on CPOMS Miss 5 minutes of playtime/lunchtime with CT  |

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| **Cloud - Level 3**  | **Sanctions:**  |
| * Repeat of Level 2 behaviours
* Persistently disruptive and/or aggressive
* Child on Child abuse
* Fighting
* Derogatory language
* Any form of bullying, including racism, sexism and homophobia
* Theft
* Dangerous behaviour
* Verbal aggression
 | * Refer to Headteacher and / or DSL:
* Miss all playtime (HT)
* Phone call home at time of incident by Headteacher and parent/carer invited in for a meeting
* Removal from clubs/responsibilities for a minimum of 1 week (to the discretion of HT)
* Lunchtime and playtime provision adapted
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In extreme cases, or where there is persistent refusal to follow the school rules, a fixed term exclusion(s) may be issued or a Managed Move to another setting arranged. Furthermore, in the most extreme cases, the Headteacher may decide to utilise a Preventative Place at an Alternative Provision should a pattern of unacceptable behaviour persist. In the rarest of sanctions, a permanent exclusion may be issued.

In the cases above, the Headteacher will always liaise with parents/carers. North Yorkshire’s Education Welfare department is a support mechanism for all parties involved. Parents/carers have the right to make representations to the Governing Body when their child is excluded. In all cases of permanent exclusion, parents/carers have the additional right to appeal to an Independent Appeal Panel. Details of this will always be communicated within the exclusion letter along with any other information that is pertinent to the case.

In line with Keeping Children Safe in Education, the school is particularly mindful of reviewing its arrangements and sanctions to best support children with Special Educational Needs, or who may be more vulnerable to any form of exclusion than their peers.