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Lanesend Primary School

Positive Behaviour Policy 2023

Statutory Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Trustees)

Review Date: September 2026 (Every 3 Years)
Reviewed By: Teaching and Learning Group

Lanesend Primary School

Behaviour for Learning Policy

Policy Aims:

- To outline our **behaviour aims** for our school community;
- To provide a clear and consistent **approach to behaviour** which supports children's wellbeing and behaviour;
- To summarise **roles and responsibilities**;
- To outline our **behaviour expectations**, including break time rules;
- To outline our system of **rewards and sanctions**;
- To outline **specific** examples of **behaviour situations**;
- To summarise **staff training** staff related to positive behaviour;
- To make explicit links to **statutory requirements and related policies**.

Our Behaviour Aims:

Through respect for the well-being of others we aim to provide a safe, secure and peaceful community in which children and staff can work and grow; free from bullying, intimidation or discrimination. At Lanesend, we adopt a positive approach to behaviour. We use positive language, encouragement and rewards for good behaviour and a clear, consistent approach for addressing behaviour which does not meet expectations.

This policy sets out rules and procedures that recognise the collective responsibility of staff, children, families and trustees in securing an environment in which children are motivated to behave well and which reflects our belief that all children have the right to access quality teaching and learning.

Approach to Behaviour:

- All adults build and model positive, respectful and courteous relationships with both adults and children;
- We teach all children our expectations to make sure that everyone has a clear understanding;
- We uphold our expectations consistently, using praise and rewards appropriately to celebrate and motivate whilst providing consequences for behaviour which does not meet expectations;
- We use a shared positive language eg 'We are respectful' and 'We walk';
- We teach well-planned lessons which engage;
- All staff are trained in MAYBO positive handling and de-escalation strategies;
- We ensure that our PSHE lessons support children to provide them with the tools they need to become responsible and considerate members of the community;
- We provide children with opportunities to take on responsibilities through roles such as anti-bullying ambassadors and members of the school council.

Roles and Responsibilities:

The Trustees are responsible for reviewing this behaviour policy in conjunction with the headteacher, monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that our school environment encourages positive behaviour and that all staff respond to behaviour consistently. The Headteacher will decide on an appropriate sanction when there is a serious breach of the behaviour policy. A serious breach of the behaviour policy could lead to a fixed term or a permanent exclusion.

The Progression Team (SLT) are responsible (alongside the Headteacher) to review and support the consistent implementation of this positive behaviour for learning policy and in monitoring and measuring its impact and effectiveness and supporting staff when children reach Step 3 below. The PT will ensure that serious incidents are tracked, recorded and followed up appropriately.

All members of staff take collective responsibility for consistently and fairly implementing the agreed Positive Behaviour for Learning Policy: for following the approaches and procedures outlined in this policy and following individual behaviour plans.

Families are expected to support their child in meeting the school’s behaviour expectations; inform the school of any changes in circumstances or issues which may affect their child’s behaviour and to discuss any concerns they have about behaviour with their child’s class teacher promptly.

Our Behaviour Expectations:

Our expectations are defined by our core values:

Love Learning - Belonging – Pride - Respect

- **Love Learning: Our positive learning experiences engage and enrich so that children are committed to and excited about learning.**
Children can show they love learning by: showing the qualities of being a standout learner; listening to others when they are speaking without interruption; contributing thoughtfully to discussions; working hard to take on new learning; recording with care and responding thoughtfully to feedback.
- **Belonging: Our community is encouraged to help everyone to feel like they belong.**
Children can show we all belong by: showing kindness and patience to everyone; wearing their correct Lanesend uniform; including others in play or learning and sharing resources; supporting others who may be upset or unhappy.
- **Pride: Our children are encouraged to feel proud and to recognise and to celebrate their success in learning, behaviour and personal achievements.**
Children can show pride by: striving to work hard; showing resilience, growing a positive attitude; using advice, models, instructions and feedback to improve their learning; the work and presentation in their books; their care for the school environment and celebrating their progress and achievements in their personal achievements and their learning.
- **Respect: Our school recognises and actively encourages and teaches respect for all, underpinned by our inclusive values which embrace all equally.**
Children can show respect by: listening to others when they are speaking; following instructions the first time; following rules; taking care of resources including the school building; accepting differences and expressing different viewpoints politely.

Break Time Rules:

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| <p>YES TO</p> <ul style="list-style-type: none"> ● Safe games which friends and others enjoy; ● Looking after the equipment, playing with things safely, correctly and carefully; ● Having fun; ● Being a good friend; ● Including people who may be left out; ● Reading, drawing, writing or talking quietly when it is indoor break (games at lunchtime only). | <p>NO TO</p> <ul style="list-style-type: none"> ● Any rough play, dares, pretend fighting or physical contact games; ● Taking equipment without asking; ● Running in walking and quiet areas. ● Entering areas that are out of bounds; ● Unkind behaviour that hurts or upsets others; ● Playing after the bell has gone; ● Being indoors without permission; ● Scissors, glue or drawing on the board during indoor breaks. |
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Football

Children playing football are expected to follow the same rules as premiership teams. Aggressive play, arguing and using bad language will result in the offending child asked to leave the game. The game must be refereed by an adult or peer and the referee’s views must be adhered to.

Concerns or positive feedback about any child’s behaviour during break and lunch times should be communicated to class teachers by those on duty.

Our Rewards and Sanctions:

Our positive approach to behaviour for learning aims to motivate children to behave well and to value a safe and positive learning environment where all children have the right to learn. Rewards include:

- Verbally praising children's positive behaviour which is showing our core values;
- Recognising and celebrating children's achievements and contributions through the award of positive stickers and certificates in celebration assembly and with a 'Celebration Breakfast' which recognises those who consistently show our values;
- Awarding tokens for meeting our values and expectations;
- Class rewards as chosen and agreed by class teachers;
- Marking and responding to children's work in a positive and encouraging way.

Our Sanctions:

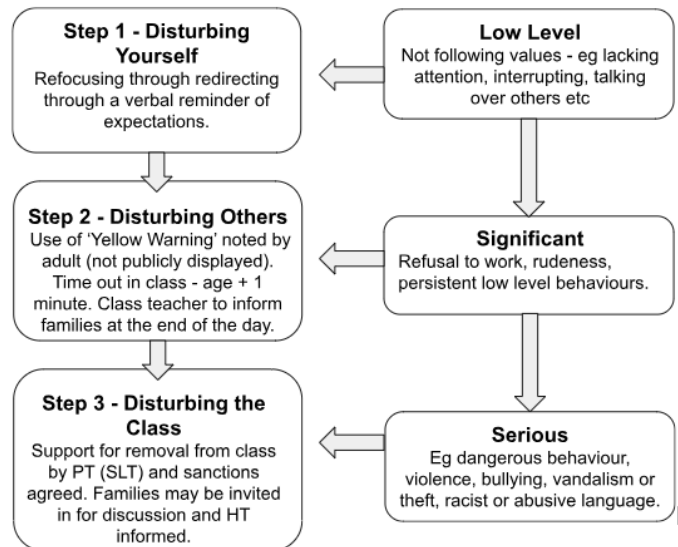
Break Time Sanctions:

Stage 2 'Time out' will lead to the child spending their time shadowing the member of staff who addressed the poor behaviour.

Stage 3 'Time out' will lead to the child being sent to the member of the PT on duty.

Supporting Children with SEND:

The school recognises that some children face significant barriers to meeting our behaviour expectations and recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, our approach to challenging behaviour may be adapted to meet specific needs. The SENCO will ensure that all staff are aware of procedures/behaviour plans that are linked to specific children who have individual risk assessments for behaviour. Examples of Risk Assessments are attached in the annex.



Persistent Behaviour Concerns:

Where children are persistently showing behaviour which falls below our expectations, a behaviour plan will be designed to support the child in meeting expectations. This will be agreed by the class teacher, a member of the PT (SLT) families and the child. If bullying has been identified, the anti-bullying policy will be followed. Examples of the behaviour plans are attached in the annex.

Exclusion:

This sanction is only used in very serious circumstances, where the education or well-being of children at the school is at risk due to the behaviour of a child. This may be an internal exclusion or, in the most serious circumstances, external exclusion. Where behaviour impacts to the point where external exclusion is the next step, the Headteacher may consider a change of class for that child. The use of this sanction is carried out in accordance with the Isle of Wight County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Lunchtime debarment:

Lanesend Primary School reserves the right to exclude a child from the premises for the lunchtime break. Families will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk.

Referrals to other agencies:

Where appropriate, the school may seek advice and support from other outside agencies. These may include the Education Psychology Service, Children's Services, School Health, Child and Family Guidance and the Behaviour Intervention Service. Families will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

Specific Behaviour Sanctions:

Offsite Behaviour:

Off-site behaviour sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. Whenever a child is wearing their school uniform, they are representing our school. Sanctions may also be applied where pupils are being abusive or bullying others over social media.

Confiscation:

Dangerous and prohibited items will be confiscated by school and returned to families after discussion. The DfE guidance on [searching, screening and confiscation](#) will be followed.

Physical Restraint:

Staff may use reasonable force to restrain a child in exceptional circumstances to prevent them from:

- Causing significant disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents;
- Follow our 'Positive Handling Policy'.

Staff Training:

All Staff will receive appropriate training within the MAYBO system as detailed within the positive handling policy. This includes applying the SAFER model to all situations in order to de-escalate situations effectively.

S - Step Back

A - Assess

F - Find Help

E - Evaluate

R - Respond

Statutory Requirements and Related Policies:

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

- [Behaviour in School](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010 and Schools](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions at School](#)
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy takes into account:

- Section 175 of the Education Act 2002, (outlining a school's duty to safeguard and promote the welfare of its pupils);
- Sections 88-94 of the Education and Inspections Act 2006, (requiring schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles)

Related School Policies:

- [Safeguarding Policy](#)
- [Positive Handling Policy](#)
- [Child Exclusion Policy](#)
- [Anti-Bullying Policy](#)