



Behaviours Policy

Adapted: Sept 2021
Next Review: July 2023

1) Values

At Lowther we believe that children thrive in a learning environment where **good choices** are highlighted and praised.

This environment is created and supported through **positive relationships** between **everyone** in the school community (adult/child, adult/adult and child/child), **inside and outside the classroom**.

All adults recognise that they must **model the behaviours** they want to develop in children.

Our approach seeks to benefit the whole community equally but recognises that individuals have different needs and capabilities.

2) Ready Respectful Safe

These three words embody Lowther's approach to behaviour expectations. They are used **consistently** and **by everybody**. They strike a balance between values and rules at school.

Ready

Ready to learn, and to learn from mistakes

Ready to engage, reason and challenge

Ready to support and be supported

Ready to grow as learners and citizens

Ready to move to the next stage in education

Respectful

Respectful towards others and oneself

Respectful of effort

Respectful of the school community and the environment

Safe

Staying safe by maintaining consistent routines

Feeling safe to learn

Feeling safe to learn from mistakes

Promoting safety by thinking about actions and consequences

These three words are visible in classrooms and shared spaces and are referred to daily. They are promoted in assemblies and acts of collective worship. They are shared publicly within and beyond our community. Adults promote and embed these expectations through their own behaviours.

3) Strategies

Developing desired behaviours

1. We openly celebrate great behaviour which leads to great choices. Unacceptable behaviour is dealt with privately, in preference to across the classroom or playground.
2. We discuss the consequence of choices rather than the weight of punishment.
3. Consequences of action are immediate and long-term. We teach children that they have control over many choices, but not all. Children can control their choices but not the consequences of their actions. Consequences have to be consistent and appropriate.
4. Our approach is therapeutic in nature, giving opportunities for understanding, change and development. We identify and address the key behaviour choice, rather than secondary issues.
5. Adults do not undermine their own authority by passing on responsibility, but seek support if necessary in order to maintain it.
6. At all times we seek to model and thus to embed the behaviours we expect from children: politeness, kindness, generosity, tolerance, interest in others.
7. No names or images of children will be used in class to illustrate not meeting the behaviour expectation (e.g. a sad face chart).

4) Establishing routines

Consistency from all is key, as is sharing best practice.

Teachers have a routine for ensuring everyone is listening, including an alert to allow a child to prepare to move to another activity.

Teachers have a distinct methodology for setting the class to work and for shaping lessons. Children need to know what is expected of them as learners in order to meet expectations.

Adults within individual classes establish and maintain routines that they feel best meet the needs of the class. All adults working in the classroom should be made aware of routines used with a class.

Children are best at processing and responding to a limited number of instructions and routines.-There should therefore be no more than three at a time.

Entering and exiting learning spaces and moving around the school are managed to ensure a calm and orderly environment.

5) Encouraging and rewarding

Children thrive in a positive learning environment, where good choices are highlighted and praised. Praise is used to reinforce messages and build high self-esteem. Effort is acknowledged at least as strongly as achievement.

Teachers use positive behaviour reward systems, always bearing in mind our common approach to values.

At weekly celebration assemblies, children from each class receive a certificate. 'Above and Beyond' certificates may be given at any time for children who have exceeded expectations. In addition, children can be sent to Phase Leaders, the Deputy Head or the Headteacher to be praised for particular efforts or achievements.

A range of rewards and stickers is available as tangible recognition of effort or achievement.

Parents are given good news at the start and end of the day, or through phone calls and messages home.

6) Resolving differences

Everyone in school, adults and children, has permission to challenge anyone if they see behaviour that does not mirror our agreement.

Any challenge follows our culture of respect and does not seek to degrade or embarrass, but to find an explanation.

Challenge is in the form of a discussion or question and follows our culture of respect. If adults are wrong, they should apologise and take appropriate action to rectify the situation.

7) Managing emotions

The 'Just Right' approach is being adopted across the school. It is especially valuable for children who find it difficult to verbalise their emotions and is a useful tool for all children.

Based on a colour code, children can express their emotional state very simply. Green is for 'just right', rising to red for 'crisis'. Teachers are trained in how to introduce the children to this system and to use its series of 'zones of regulation' to understand and regulate emotion.

8) Managing unwanted behaviours

A child should not have to guess an individual adult's expectations. All adults' expectations must be consistent and follow agreed procedures.

In school, all adults are responsible for upholding behaviour agreements, so that children can understand that no one will ignore rule-breaking.

All children notice when an adult does not behave as agreed, so adults model the highest standards of behaviour.

Adults will strive to contain their own emotions, in order to respond calmly and with tolerance to any undesirable behaviour. With a kind and positive approach to behaviour, we demonstrate to children that we have the capacity for emotional patience and intelligence and show them that they have a voice. This remains true for all children, and especially for those who have substantial barriers to learning.

Teachers are trained to use various levels of 'script' (below, 1-5) in a proportionate path to consequences. These are non-aggressive verbal approaches to help children to modify their behaviour and regulate their emotions.

1. A reminder of the three rules (ready, respectful, safe).
2. A verbal caution delivered privately, where possible, outlining the consequences if it continues.
3. A private conversation offering a 'last chance' positive choice, referring to previous examples of good behaviour. If the child reaches this step, it is known that they will have to stay back to discuss the choices made. It cannot be reduced, removed or substituted.
4. Time out. This is not a sanction, but a short amount of time in a partnered class or a safe place to allow an opportunity for the child to leave the intense moment, think, regulate and become composed. It is not intended for another adult to add to the management of the behaviour.
5. Repair. A conversation, to discuss the choices made, and how they can be made better next time. In the event that poor behaviour choices continue, the child will be taken to Phase Leader for a discussion about the choices made.

9) Serious incidents

Serious incidents can happen and need a range of responses. They are likely to happen when a child is in the emotional 'red zone', so containment is an essential first step. Discussion, repair and restoration of relationships will follow later.

Teachers will decide whether an incident is serious, based on the age and development of the child.

Examples of serious incidents

Physical fighting to cause harm	Verbal aggression towards children or adults (including swearing)	Making verbal threats to harm others	Biting
Vandalism	Confirmed cases of bullying	Comments intended to offend based on protected characteristics e.g. Racial/homophobic remarks	Stealing

An adult or child may be sent to fetch a member of the extended leadership team (Phase Leader, Deputy Head, Headteacher) for immediate support. An adult may also need emotional support, which the leadership team will seek to provide.

Parents will be informed of serious incidents either by phone or in person at the end of the school day, by either the class teacher or a member of the leadership team. A record is made on CPOMs, with appropriate action taken in relation to the incident. The school will prioritise the needs of the victim of any serious incident to ensure trust and emotional well-being are safeguarded.

10) Responding to serious incidents

Children do not always have the same level of understanding of the consequences of their behaviours and we have a duty to support each child's individual development in this area.

EYFS responses to serious incidents include:

- Time spent with Headteacher/Deputy
- Use of a social story to support the understanding of appropriate and inappropriate behaviours
- Contact with parent/carer

KS1 responses to serious incidents include:

- Time spent with Headteacher/ Deputy

- Discussion with class teacher or use of social story where appropriate to highlight the differences between appropriate and inappropriate behaviours
- Contact with parent/carer

KS2 responses to serious incidents include:

LKS2

- Time spent with Headteacher/Deputy
- Same day discussion around self-regulation and strategies to promote positive choices
- Contact with parent/carer

UKS2

- Time spent with Headteacher/Deputy
- Same day discussion around self-regulation and strategies to promote positive choices
- Contact with parent/carer

11) Individual Behaviour Plan

In order to support the management of a pupil's behaviour which consistently breaches the expectations and scope of the school's behaviour policy, an individual behaviour plan may be created by adults and with the LA as required, and shared with the child and parents/carers.

12) Sanctions

Initial sanctions

Time is taken out of play at break or lunchtime on the same day (an opportunity to sit with the child and work on a constructive response). Time may be spent in another class in the year group or phase.

Formal sanctions

Repeated serious incidents, despite constructive management and interventions to support positive changes in behaviour, may result in formal sanctions, which may include internal or half-day exclusion.

Fixed term or permanent exclusion is a last resort. In this case, the exclusion policy will be followed.

13) Training

All staff are trained in the underlying principles and practical applications of this policy at induction and through CPD.

Mutual support and openness ensure that best practice develops and is shared by all.

14) Review

This policy is under constant review.

15) To be read in conjunction with the following policies:

Anti-bullying policy
 Exclusion policy
 Positive handling policy
 Safeguarding policy
 Staff Code of Conduct