



# LILY LANE PRIMARY SCHOOL

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## Behaviour for Learning Policy

This policy was agreed by the Governing Body on Sept 2018  
(and supersedes all previous policies relating to this area).

Signed by Chair of Governors	
Implemented	September 2018
Review date	September 2021
Author	M.Norris

## Introduction

This policy outlines how we ensure that our high expectations for good behaviour and a positive commitment to learning are met in school and how children are supported when occasionally things go wrong.

Our key purpose is to ensure the wellbeing and success of all our learners.

## Principles for good behaviour

- Good behaviour is an essential condition for effective teaching and learning to take place.
- Children who are being taught an appropriate inclusive curriculum which is varied and interesting are more likely to:
  - experience success as a learner
  - feel valued as school members
  - want to contribute positively to the school community.
- Praise and encouragement play a crucial role in meeting our high expectations of children.
- Rules and consequences are clear; they are explained to the children and are consistently and fairly applied.
- Children understand that they have a choice in whether they choose to follow the rules or not (responsible for their own actions).
- Staff have high expectations of all children and are positive role models by demonstrating respectful attitudes towards others at all times.
- Good behaviour is everyone's concern and school works in partnership with parents and carers.

## OBJECTIVES

- To build a culture of excellent conduct in class and as a school to ensure that children are happy, secure and safe.
- To ensure that everyone is treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based on good behaviour.
- To build a school community which values kindness, care, good humour, mutual respect and empathy for others.
- To achieve a deeper and long lasting consistency through a focus on values, truths and language.
- To use good behaviour to promote community cohesion and British values.

## Adult Responsibilities

We believe that the key to managing behaviour is consistent, calm adult behaviour. All adults have a responsibility and must be fully engaged in managing and modifying behaviour. All adults have the same expectations across the school and deal with children in a calm, consistent manner so that children know exactly what will happen regardless of who is dealing with the issue. No member of staff should ever walk by any behaviour situations; they should respond in exactly the same way.

Humiliation, in any form, plays no part in our approach at Lily Lane. Learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour. Adults strip out all negative emotion/response when dealing with challenging behaviour. They do not shout; they respond in the same, calm consistent manner. All staff follow the notion 'Praise in public, reprimand in private.'

### Staff have a responsibility to:

- be positive role models and to treat all pupils fairly, with respect and understanding
- follow the school's behaviour policy, but to raise issues concerning the policy if necessary
- maintain excellent behaviour throughout the school, ensuring standards and school rules are consistently applied and that children behave in a respectful, safe manner at all times
- have high expectations of children with regards to behaviour, and strive to ensure that all children work to the best of their ability
- have a responsibility for being alert to any signs of bullying including cyber bullying, electronic harassment and to teach children how to use the Internet safely and responsibly
- have a responsibility to treat any racial, homophobic or bullying incident(s) as unacceptable and to report these to a member of the SLT or via CPOMS
- class teachers have relentless routines in classrooms, establishing safe, controlled working environments, conducive to learning
- class teachers teach children the behaviours they want to see, set class expectations with the children which are appropriate to the needs of each individual class and also implement class reward systems
- class teachers deal with incidents within class, recording them if appropriate, and should seek help and advice if necessary from the phase leaders
- class teachers/senior staff liaise with external agencies to support and guide the progress of each child
- teachers keep logs of children's behaviour in their class behaviour folders; they also keep records of parental concerns and meetings with parents (CPOMS)
- staff liaise with families where appropriate and where it is necessary home/school records are shared.

### Absolute Consistencies in Adult Behaviour

1. Model positive behaviours at all times.
2. Meet and greet at the door with a smile and a handshake.
3. 'Ready, respectful, safe' is displayed in every classroom and is taught and referred to across the whole school.
4. Adults do not shout at children; they respond in a calm, consistent manner. They praise in public and reprimand in private.
5. Disruptive learners will be calmly and slowly stepped through sanction steps every time.
6. Teachers will follow up any behaviour incidents every time and engage in reflective dialogue with learners.
7. Praise learners consistently and genuinely.
8. Make positive phone calls home and send postcards and certificates.
9. Use scripted assertive language including phrases such as:  
*Thank you for... I expect.... I know you will... I need to see... You need to... We will...*

### Rights of Pupils, Staff and Parents:

- To be happy at school.
- To be treated with respect.
- To work in an environment that is safe, friendly, peaceful and fair.
- To learn.
- To make mistakes without fear of criticism.
- To be listened to.

### Responsibilities:

- To show respect to others.
- To keep safe and help others to stay safe.
- To be willing to learn.
- To allow others to learn.
- To give opinions in a constructive way.
- To listen to others.
- To model the appropriate behaviour towards others.

## School rules

READY	RESPECTFUL	SAFE
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These key words can be applied in all learning environments across the school.

### Everyday Expectations:

In and around the building

- We walk calmly and quietly (fantastic walking) around the school with or without an adult.
- We open doors for each other.
- We meet and greet each other, using our manners and being polite.
- We use quiet voices inside the school.
- We look after and respect displays and school property.
- We respect each other (actions and language).
- We respond and listen to all adults at playtime.
- We only play games which are safe for ourselves and other people.
- We do not play games which involve grabbing or hurting people.
- We look after playground equipment and play with it in the correct areas
- We go to peer mediators and adults for help if we cannot resolve situations peacefully.
- We stand still and quietly when the first whistle is blown.
- We walk quietly to our line on the second whistle.
- We do not go into the school building without permission from an adult before and after school.
- We do not play ball games or chase games before school.
- We do not go on the climbing wall before or after school.
- When the school day ends we go straight to where we should be.

## Teachers Teaching and Promoting Positive Behaviour

### Visible Consistencies

#### Playground Meet and Greet

All staff who are on the doors, or on playground duty, in the morning will smile at the children as they enter the building, say good morning and use their name. They will also greet parents wherever possible. This is also applicable at home time as children leave the building. They should be dismissed in a positive way and parents greeted in a friendly manner.

### Classroom Meet and Greet

Outstanding behaviour management starts at the door of the classroom. Class teachers greet children every morning at the classroom door. They will offer their hand to shake, smile and say good morning to individual children saying their name.

### Fantastic Walking

Every adult in school reminds children about 'fantastic walking' with a sense of humour and pride. Children are encouraged and supported to stand tall and proud, walking around school in a safe manner with fantastic posture.

### Positive Phone calls

Teachers are always looking to 'catch' children doing the right thing. Each class teacher will make a phone call home every week to the parents of a child to share good news in relation to learning behavior and going above and beyond in school. The child will be sat at the side of the teacher when the call is made.

### Positive Notes/Postcards Home

Teachers recognise learners who go over and above and give children the opportunity to earn these positive notes.

### Curriculum support

Our curriculum provides opportunities for teaching positive behaviour strategies and encourages children to implement these independently.

- **Class Charters.** At the beginning of the school year, each class is taught about the school rules of Ready, Respectful and Safe and each classroom has a display about these. Each class also draws up their own set of class expectations, based on our school rules. We also use the SEAL resources to support the curriculum and other suitable materials. These class expectations will be agreed before publishing; they are positively phrased and are displayed in the classroom. We share them with parents and carers at the Parents' meetings in the Autumn term. They can also be accessed on the Learning Platform.
- **Class Assertive Discipline.** There are times when teachers may use this strategy to encourage specific behaviour for learning. E.g. good listening (marbles in a jar).
- **The Learning Pit.** Every classroom has a learning pit display, designed by the children which helps them to develop positive strategies to manage some of the emotions they feel when the learning is challenging. It helps children to see learning as a process which they can control by developing effective strategies to overcome difficulties.

- **The 4 Keys to Successful Learning :**

Organisation	Getting Along
Persistenc	Confidence

The children are encouraged to reflect on the learning process in relation to these four key attributes which can be improved through practice. At the beginning of each school year, children from year 2 to 6 fill in a four keys questionnaire to identify which attributes they need to focus on to improve their learning. Teachers often refer to these attributes when discussing children's learning

- **Assemblies.** Assemblies are used to promote and discuss the 4 Keys to Successful learning, SEAL themes for the half term and any other relevant issues.
- **PSHCE lessons based on Social, Emotional Aspects of Learning.** The areas are: self-awareness, managing feelings, motivation, empathy and social skills. There are opportunities for children to discuss behaviour, values and citizenship.
- **Circle time.** Class discussion times are used to explore issues that have arisen, to support children in maintaining good behaviour and relate to the 4 Keys to Successful learning where applicable.
- **Kagan Structures.** These are used to promote co-operative learning and active engagement across the whole school. It is our aim to create a caring, cooperative school environment where children have the desire and ability to work together.
- **Half termly Learning Logs.** Children reflect on learning behaviour after the half term and set themselves goals.
- **Weekly 'Good Work 'Assemblies.** In Key Stage 1, children are nominated for the 'Good Work Book' and 'Star of the Week.' In Key Stage 2, children share their work and 2 children are also nominated for 'Star of the Week.'
- **Praise and Encouragement.** This takes place informally through verbal feedback and recognition. All children receive regular praise and encouragement for good learning behaviour.
- **School Council and Sport Council.** The School Councils focus on issues raised by the children to improve their school.
- **Year 6 Monitors/Peer Mediators.** Children are on duty at key times of the day to ensure safe and sensible movement around the school. Children will be available (after training) during the lunchtime play to support younger children in resolving minor disputes

## Recognising Good Behaviour for Learning

- Verbal praise and feedback
- Sharing achievements with other significant staff
- Marking and positive feedback comments with clear next steps
- Texts to parents and positive postcards sent home
- Positive phone calls home
- Good work assemblies
- Stars of the week/Good Work book
- Half termly 'Behaviour for Learning Logs (Year 2 to Year 6). These are filled in at the end of a half term by the child and the teacher. The child reflects on their learning behaviour and what they have achieved. They will also set themselves goals for the following half term. The teacher will then comment on the child and decide whether or not they should be presented with their certificate and entered into the 'prize draw' at the end of the half term.
- **'You've been spotted'** (R-Y6) – individual cards that are given to children in recognition of their good behaviour, manners etc. These can be given out by all members of staff. They are collected in by the class teacher and a weekly class total is celebrated in the Friday assembly. A running total is displayed in each hall during the half term and the winning 'Super Spotty Class' can decide upon a suitable reward. These cards can form the basis of discussion during circle time lessons and PSHE.

## Consequences of inappropriate behaviour

Learners are held responsible for their behaviour. Staff understand that children in their class and within the school are their responsibility and therefore deal with behaviour without delegating.

## Practical steps in managing and modifying poor behaviour

Flow charts showing the consequences of not following the rules are displayed in each classroom and are referred to by the teacher ('Consequence Flow Chart' Appendix 2)

The steps are as follows:

1. **Verbal reminder** - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible. We use 'I have noticed that...' The learner has a choice to do the right thing.
2. **Caution** – A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Offer a positive choice to do so and refer to previous examples of good behaviour. The learner has a choice to do the right thing and reminding them of previous good conduct proves that they can make good choices.
3. **Last chance** – Speak to the learner privately, gentle, non-threatening, side on, eye level or lower and give them a final opportunity to engage. Offer a positive choice again to do so and refer to

previous examples of good behaviour. The learner has a choice to do the right thing and reminding them of previous good conduct proves that they can make good choices.

4. **Time out** – At this point the learner will be referred internally to the phase leader, with work, for a specified amount of time. Children should be accompanied by an adult to the classroom. A Time out slip is sent to the phase leader recording length of time and reason for time out.
5. **Restore and repair** – A short restorative conversation should take place as soon as possible between the learner and the class teacher upon their return to reset the boundaries and reflect on their learning behaviour. This incident should be recorded in the class behaviour file. Phase leaders need to intervene if there are two or more internal referrals in a 5 day period. If there is a concern, a letter to parents outlining the behaviour will be sent, which has been agreed by a member of the SLT.
6. **Serious incident** – If a serious incident occurs or a learner refuses to engage in an internal referral, a member of the SLT will be sought.

If two letters are sent within a half term, a meeting with parents will be arranged and led by the class teacher, supported by an Assistant Headteacher or the Deputy Headteacher, with a view to completing and implementing an individual behaviour for learning plan. A plan would be put in place with a review period agreed. If a further incident occurs, the Deputy Headteacher would arrange another parent meeting.

**Further Action:** If, after two letters and two meetings with the Deputy Headteacher, any other behavioural issues arise, a meeting with the Headteacher is organised to discuss ways forward.

### Serious Incidents

Very occasionally, if the behaviour is more serious, a member of the SLT will be sought. The incident will be investigated and recorded. Once the investigation is complete, a decision will be made about what action is to be taken. It may include: loss of play or lunchtime play, completing a reflection sheet (Appendix 3), a meeting set up with the parent/s to unpick the behaviour and to develop strategies to support the child (e.g. additional support, mentoring, individual timetable for independent management of behaviour) or further time out of class (internal or external exclusion).

Serious incidents, which have been reported to a member of the SLT, will result in a letter home, phone conversation or meeting outlining the incident and the action taken in school.

These incidents include: fighting, verbal, racist or homophobic abuse towards an adult or child, extreme physical aggression towards an adult or child, inappropriate touching, ignoring or answering back to adult instructions, dangerous play, leaving the classroom without permission or failing to comply with an internal exclusion.

Most serious incidents will result in the school working closely with the child and their family to develop strategies and support with the behaviour concerns. No decision to exclude a child will be made (except in

situations where there is an immediate threat to safety), before the Headteacher:

- Ensures that a thorough investigation has been carried out
- Considers all the evidence available, bearing in mind a duty to promote equality and taking into account any contributing factors, e.g. bereavement, mental health issues
- Pays due regard to the school's SEND and Inclusion Policy incorporating the SEND Code of Practice
- Allow and encourage the pupil to give their version of events
- Check whether the incident may have been provoked, e.g. by bullying, harassment
- If necessary, consult others
- Ensures a written record of the actions taken is in place.

### **Internal exclusion**

Sometimes, a serious incident may result in time away from their class/key stage within school where the child will be given their work to do away from their peers. When this occurs the parent/carer will be informed of this occurring. The child will be asked to work in the Deputy Headteacher's office, a quiet space or another class.

### **External exclusions**

Seriously inappropriate behaviour may lead to a child being excluded from school. Exclusion from Lily Lane is only ever resorted to when it is the final option, as we actively seek to be inclusive. Only the Headteacher (or the designated Deputy Headteacher in their absence) has the power to exclude a pupil from school. This could be for one day or longer (up to 45 days) or permanently. Exclusions are carried out in accordance with LEA and National guidelines. If the Headteacher excludes a pupil, the parents/carers are informed immediately and are given reasons for the exclusion. After a child has been excluded, the child and parents/carers are asked to attend a return to school meeting.

### **A Restorative Approach**

The school works restoratively. A restorative approach looks at a problem from the perspective of the harm that has been done and how it can be repaired. There may often still be sanctions that will follow the restorative approach.

The three main principles to the restorative approach:

- Those who have done harm face up to those they have harmed
- Those who have been harmed have a say in how it is repaired
- Those who have done harm are able to make amends and be re-integrated into their group.

If two or more children have been involved in an incident we:

- Listen to all children concerned
- Encourage children to offer their own solutions to resolve the incident
- Encourage children to make any necessary apologies but not force them to
- Take appropriate action.

If this is not possible 'on the spot' it forms the basis for later discussions with the children.

We ask the following questions:

- What happened?
- What were you thinking at the time? What have you thought since?
- Who has been hurt and how do you think they're feeling about it?
- What should we do to put things right?
- How can we do things differently in the future?

There are occasionally times when a whole class issue is affecting children's learning. We do not, however, carry out class punishments or withdraw a class from a curriculum area e.g. PE. The issues will be addressed during class circle time or PHSE lessons.

### During playtime and lunchtime

- **Reminder:** A verbal reminder of the behaviour expectation is given.
- **Caution:** A further reminder is given and an acknowledgement of previous good behaviour. Consequences are mentioned.
- **Last Chance:** A final reminder is given, with another reference to previous good choices.
- **Time out/Reflection time:** The child will be asked to stand with the adult for a few minutes to reflect on their actions. If appropriate, the child may join back in with the activity.
- **Serious incidents:** Serious incidents may result in the child being asked to leave the playground. They should be accompanied to the senior leader on duty and dealt with accordingly (following the Behaviour Policy). If a difficult situation arises, staff should try to ensure the safety of children and themselves and send a message to the office or another member of staff to alert a member of the SLT who is on duty.

All lunchtime incidents should be reported to the Senior Lunchtime Playworker, who will investigate the incident, and log it in the lunchtime book. These incidents will then be reported to a member of the SLT. All playtime incidents should be communicated to the class teacher who will then follow the behaviour policy accordingly. Lunchtime incidents (unless very serious will often be followed up (consequence /reminder) the next day at the beginning of lunchtime by SPW and/or the class teacher.

- **Lunchtime book:** Children who have been entered in the lunchtime book are monitored by the SLT and reoccurring behaviour is identified, with strategies put in place for the child to turn around their behaviour. On-going concerns will result in parents being informed and an action plan being put in place.

### Support for ongoing behaviour and access to learning concerns

At Lily Lane we are committed to the promotion of an inclusive school environment and recognise that sometimes individual pupils may need additional support to achieve good behaviour. Some of the strategies we apply to support individual children include:

- Learning Mentors. Pupils that are identified as requiring additional support specific to their emotional needs are allocated a learning mentor who supports them with their barriers to learning and independently managing their behaviour.
- PSAs are used to support children with their emotional health and well-being. Children will be supported on a 1:1 basis, within small friendship groups and individual 'Drop-in' sessions are available.
- Children will be supported at vulnerable transition times.
- Individual reward charts or home/school contact books are used with pupils identified as requiring focused support.
- Behaviour and learning plans. If a child is consistently having difficulty behaving within the rules of the school, a contract may be drawn up between the child and the school. A desired change in behaviour is discussed and targets set. Parents are encouraged to be involved in the making of a contract or keeping of a report. If a child is having particular difficulty at lunchtimes we may suggest a period of going home for lunch until the situation improves. The parent will be kept fully informed.
- Involving outside agencies. Sometimes, with parents' permission, we call on the services of external agencies that could offer us suitable support in our work with children experiencing behavioural difficulties. This might involve: Behaviour Support from Bridgelea PRU, Educational Psychologist and our Art /Drama Therapists.

### Parental Involvement

We recognise, encourage and welcome positive partnership between parents and the school in supporting pupils to achieve high standards by working together and behaving appropriately. All conversations with parents should be private.

Parents are asked to support their child's behaviour at school by:

- Helping them to follow the school rules
- Praising their achievements in all areas
- Explaining the Home/School agreement with them and the standards of behaviour you would like them to achieve

- Discussing their behaviour with them if the school contact you to express concerns
- Following the correct procedures if your child has a disagreement with another pupil.

#### Keeping parents/carers informed about the school's policy through:

- School website
- Policy for Good Behaviour
- Reminders in the school newsletter or letters home from teachers
- Parent meetings.

#### Keeping parents/carers informed about the behaviour of their child through:

- Informal discussions between parent and teacher, or a letter or a phone call
- Formal appointments
- Formal communication via a letter or phone call from the teacher/ Deputy Headteacher/ Headteacher.
- Parent appointments made via the school office
- Half termly learning behaviour logs
- Annual reports
- Certificates/postcards/positive phone calls home
- For pupils identified as needing extra support, daily/weekly texts or emails will be sent to parents/carers as arranged.

#### How parents can express concerns

Most concerns can be resolved through a conversation with the class teacher by arrangement.

- All concerns should be directly addressed to the school, initially to the class teacher, not to any pupil involved or their parents/carers.
- Follow up meetings can be made by arrangement with the Class Teacher and Year Team Leader

#### Monitoring Behaviour

It is the responsibility of the SLT to manage, monitor and analyse procedures within the school in accordance with the policy in the pursuit of the highest standards of pupil behaviour. Behaviour is monitored:

##### Weekly

- Teachers' Weekly Evaluations
- Year team and phase team meetings
- Time outs and behaviour observations are recorded by the class teacher in the class behaviour file.
- Record of Home/School discussions are recorded by all staff on CPOMS
- Lunchtime book

- PSA and SLT meetings
- CPOMS reports

### Half termly

- Scrutiny of class behaviour files
- Review of impact of New Policy for Good behaviour
- CPOMS reports
- Summaries of weekly evaluations of behaviour concerns
- Half-termly reviews of Behaviour Contracts

### Termly

- Exclusions records reported to school Governors and the Local Authority
- Lesson observations and learning walks by Headteacher and Deputy Headteachers

### Annually

- Annual questionnaires to teachers, teaching assistants, pupils and parents at the end of every academic year
- School Development Plan (Behaviour and Safety Section).

### Inclusion and Equal Opportunities

Children have varied life experiences and needs. In consideration of this, it is necessary to ensure the curriculum and the means by which we deliver it, is inclusive and provides equal and appropriate access. Lily Lane Primary School is committed to inclusion. The school defines inclusion as a process of identifying, understanding and breaking down barriers to participation and belonging. In our teaching we aim to provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical concerns, attainment and background.

# School Rules

These rules have been written to make sure that Lily Lane is a happy and safe place to be.

READY	RESPECTFUL	SAFE
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## Everyday expectations

- We all have fantastic walking inside school.
- We use the hand rail to go down stairs.
- We walk quietly to assembly.
- We are careful and considerate when moving through doors and hold them open for others.

## At Playtime

- We only play games which are safe for ourselves and other people.
- We do not play games which involve grabbing or hurting people.
- We look after playground equipment and play with it in the correct areas.
- We go to peer mediators and adults for help if we cannot resolve situations peacefully.
- We stand still and quietly on the first whistle and walk to our line on the second whistle.
- We walk quietly to our classrooms when we enter the building.
- We do not go into the school building without permission from an adult.

## Before and after school

- We do not play ball games or chase games before school.
- We do not go on the traversing wall before or after school.
- When the school day ends, we go straight to where we should be.

## Appendix 1

## Key Stage 1 Reflection Sheet

Name

What happened?

Which rule did you not follow?

How can you make it better?

## Appendix 1

## Key Stage 2 Reflection Time

Name	Date
What happened? What was your involvement?	
Which rule did you not follow?	
What could you have done differently?	
What needs to happen to make this better?	
What would you do differently next time?	
Is there anything else that you would like to say?	

Good behaviour is an essential condition for effective teaching and learning to take place. We aim to create an ethos of good behaviour in school where children are happy, secure and safe. We want to ensure that all members of our school are treated fairly, are shown respect and promote good relationships. We want to build a school community which values kindness, care, good humour, mutual respect and empathy for others.

School Rules		
READY	RESPECTFUL	SAFE

## Visible Consistencies in our school

Meet and Greet – class teachers greet children every morning at the classroom door. They will offer their hand to shake, smile and say good morning to individual children saying their name.

Fantastic Walking – standing proud and walking around school in a safe manner with fantastic posture. Children are taught and reminded sensitively about having a sense of pride in our school.

Consistent, calm adult behaviour - staff praise in public, reprimand in private.

## Recognising Good Behaviour for Learning

- Verbal praise and recognition – genuine, individual praise in public
- Sharing achievements with other staff
- Marking and positive feedback comments with clear next steps
- Texts to parents and positive postcards
- Good work assemblies
- Stars of the week/Good work book
- Half termly 'Behaviour for Learning Cards Logs (Year 2 to Year 6)
- 'You've been spotted' (R-Y6) – individual cards that are given to children in recognition of their good behaviour, manners etc.
- Positive photo

# Consequence Flowchart



## A Restorative Approach

The school works restoratively, looking at a problem from the perspective of the harm that has been done and how it can be repaired. There may often still be sanctions that will follow the restorative approach. The three main principles to the restorative approach:

- Those who have done harm face up to those they have harmed
- Those who have been harmed have a say in how it is repaired
- Those who have done harm are able to make amends and be re-integrated into their group.

We ask the following questions:

What happened? What were you thinking at the time? What have you thought since? Who has been hurt and how do you think they're feeling about it? What should we do to put things right? How can we do things differently in the future?