



Behaviour Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

The infographic is divided into five vertical panels, each with a title, an icon, and a list of bullet points. Below these panels is a pink bar labeled 'Implementation', and at the bottom is a red bar labeled '6 Consistency is key' with a school icon and three bullet points.

Panel 1: Know and understand your pupils and their influences	Panel 2: Teach learning behaviours alongside managing misbehaviour	Panel 3: Use classroom management strategies to support good classroom behaviour	Panel 4: Use simple approaches as part of your regular routine	Panel 5: Use targeted approaches to meet the needs of individuals in your school
<ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	<ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	<ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	<ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	<ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Our Rules:

- Ready
- Safe
- Respectful

Our Aims:

1. To develop a whole school behaviour policy which is supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
2. By applying a consistent approach, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
3. To teach, through the school and wider curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.)
4. To ensure that good behaviour and manners are achieved by all children through a consistent reward system.

Behaviour Expectations:

Larkholme children should be:

- Respectful
- Active learners
- Calm and organised
- Attentive listeners
- Safe
- Kind
- Polite

At Larkholme, we will help children to improve and maintain their behaviour by:

- Teaching learning behaviours
- Providing the conditions for learning behaviours to develop
- Encouraging pupils to be self-reflective of their own behaviours
- Understanding the pupil's context to inform effective responses to misbehaviour
- Using effective reward systems as part of the broader classroom management strategy- these may vary slightly depending in classes as they will be tailored to the class. E.g table points, raffle tickets
- Embedding consistency and coherence at a whole school level e.g
 - use of behaviour plans when required,
 - Behaviour SNAP assessments,
 - high expectations from all staff at all times,
 - support from pastoral team,
 - clear modelling of expected behaviour
 - developing self- reflection in our pupils
 - individual behaviour plans where needed

- use of whole school reward system- jewels
- use of behaviour ladders within classrooms
- contact with parents/carers
- withdrawals
- seclusions
- time out
- loss of playtimes
- liaising with external agencies e.g Stepping Stones
- staff trained in attachment and trauma
- key staff trained in Team Teach

Ten Key Principles for a Consistent approach to Behaviour

1. **Be positive** – in all your interactions with pupils. Comment on the positives pupils do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at pupils; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
2. **Remain consistent** – be the stability that many of our pupils crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions.
4. **Stay calm** – in difficult situations, do not become part of the problem by losing control, become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Always present a coherent and united front. The pupils will respond to consistency.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others and following school procedures with regards to support for behaviour.
7. **Celebrate achievement** – surround pupils with the sweet sound of success. It's contagious and they will respond in a positive manner.
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss or criticise any pupil or incident you witness unless it is for the tangible benefit of the pupil.
10. **Plan strategically** – be prepared to wait for success. Think about the long-term benefits and not the short-term gains.

Whole School Reward System:

In Reception pupils' good behaviour will be recognised and rewarded with Dojo points. At the end of a week points will be added up and prizes given for when they reach key milestones. E.g 10 dojos= sticker, 30 dojos= pencil, 50 dojos= bouncy ball, etc

From Year 1- Year 6, pupils' good behaviour will be recognised and rewarded with jewels. Pupils will earn jewels for their team (Marr, Boston, Wyre and Hewitt) these will be collected by the house captains at the end of each week and added to team jars. The jars will be weighed at the end of each term and the winning team will have a treat of their choice.

For each jewel a pupil receives they will be able to record this in a tally chart and exchange these for 'Larkholme Money' that can be spent in the jewel shop. In the jewel shop there will be a variety of items at different prices, so pupils can choose to purchase small items with less jewels or collect more jewels to buy

something bigger. E.g 10 (£1)= sticker, 50 (£5)= pencil/rubber 100 (£10)= bouncy ball, 200 (£20)= £5 book token, 500 (£50)= £10 Amazon voucher

Jewels are exchanged for Larkhome money which can be spent at the Larkholme Jewel shop.

The shop is managed and run by Larkholme's house captains and promotes the use of everyday mathematics.

Restorative Practices:

Sometimes children make mistakes with their behaviour and need to have the correct behaviour modelled to them as well as spending some time reflecting on their own behaviour so they can make improvements moving forward. Staff have been trained to discuss incidents with pupils and to help them to make better choices. Examples of questions we may use:

1. What happened?
2. What were you feeling/thinking?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Some children may need to spend some time with our Family Support Worker (FSW) if they are struggling to adapt their behaviour and will complete direct work with them to help them to amend their behaviour.

Supporting Improvements in Behaviour:

Where a pupil's behaviour does not consistently meet our expectations, support will be put in place. CPOMs records (internal records) are reviewed by the pastoral team and class teacher and additional assessments may be completed. These will then form part of a targeted support strategy to improve the pupil's behaviour. The strategies will be reviewed regularly and adapted as required. Parents will be kept informed as will the pupil on their achievements.

Team Teach:

At Larkholme Primary School, key staff have been trained to Level 1 in Team Teach. This is an accredited provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Responses will be:

- Reasonable
- Proportionate
- Necessary

PACE:

Playfulness: The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if

the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance: Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity: It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask: "Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas." or "What do you think was going on?", "What do you think that was about?" or "I wonder what...?" Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy: When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"

Exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions may occur if:

- Children repeatedly violate the Behaviour Policy
- Children assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Other key policies:

- Child-on-Child Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety policy
- Prevent Risk Assessment
- Attendance policy

Approval date: Sept 2023

Review date: Sept 2024

Signed (Headteacher):

Signed (On behalf of the Governing Body):



CME/PME/EXCLUDED CHILDREN HEADLINES - PME



If attendance is a concern, schools should follow their in-school attendance policies and procedures and seek support from the School Attendance Team. If no improvements noted, schools should complete an early help assessment. Support is available from the linked SFSW and school advice line .



Should attendance not improve within a reasonable timescale, and/or the child's attendance falls below 75% (80% if the child has an EHCP) in a term and/or there are wider unmet needs, a request for intensive support (with consent) should be made via CSSH/MASH to the Children and Family Wellbeing Service.



If, despite efforts, consent is not attained and/or the school are considering legal advice due to PME, then consideration should be given to holding a strategy discussion

Flowchart for support

In Class Support:

- Circle time
- Support Plans
- Consequence/reward systems
- Speaking to parents
- Kidsafe
- Daily time with TA/teacher
- Daily meet and greet with familiar member of staff
- Group activities to encourage social skills
- OAL

All concerns/incidents to be logged on CPOMS. CPOMS will be monitored by CG, RS and NM. If concerns/incidents continue, may move to school level support. ELSA assessment to be completed by class teacher if additional support is required.



In school support (6-8 weeks, following ELSA assessment)

- Call to parent/carer with concerns
- Stage one Pastoral interventions– Emotions, Anger, Behaviour, Social Skills, Transition, Friendship

If after 6-8 weeks, no improvement is seen then a SNAP assessment will be completed by FLM and parents, then a further 6-8 week intervention will be agreed. Parent/carer informed.

- Play therapy
- Anxiety workbook
- Video Journals
- Three islands
- Self care (Anna Freud)
- Coping toolbox
- Volcano in my tummy
- Big feelings come and go

After 6-8 weeks, parent and FLM complete SNAP assessment again. A referral to an outside agency may be considered.



Outside Agency Support for the individual:

- New Start (family intervention, counselling, parent and child support. Can be bought in, or accessed through EHA).
- Counselling in the community (Counselling)
- UR Potential (Aged 10+, community groups, wellbeing support)
- Trinity Hospice (Bereavement support)
- Osborne Trust (Cancer services support)
- The Den (Domestic Abuse support)
- Fylde Coast Women's Aid (9+, work on healthy relationships and respect)
- Children's Society (Support for mental health, young carers, and those at risk of grooming)
- Headstart (Mental health support, group or individual work)
- Stepping Stones

An Early Help Assessment may be considered at this stage to identify areas of required support for the child/family.

Outside Agency Support for the family:

- ADHD Northwest (ADHD support for individuals and families)
- Aiming higher (Family support for families with disabled children)
- Lancashire Mind (Working alongside school to support mental health issues).
- Young Carers (support for young carers who provide regular care to a family member)
- Homestart (Supporting families in the home)
- Mustard Seed (support for issues around homelessness and unemployment)
- Fleetwood Pantry (Food Bank)
- Dad Matters (Support for Dad's- positive relationships, wellbeing and mental health)
- Key (Crisis support for families and some availability for counselling age 4-18).
- Thrive MDT

A Multi agency approach may be needed, and appropriate referrals will then be made.



Multi-Agency Support:

- CAMHS (Moderate to severe mental health problems, aged 5-18)
- CASHIER (Mental health clinics at BVH, Mental health support groups age 10-16.)
- CANW (1:1 support, play therapy, CBT and Family support)
- CSC (Support for children/families who have a disability, need support to maintain health, are fostered or adopted)
- CFWBS (Support for individuals, or families, parenting advice, groups, specialist support)
- CCATS (Psychological assessment and therapy)
- MASP (for children and families at risk of criminal exploitation)

Team Teach Glossary

Dynamic Risk Assessment- when people have to think on their feet, in the heat of the moment, and balance risks as best they can.

Guides- the positive application of reasonable force to overcome minimal resistance prompting and encouraging a person's free movement.

Proactive- means taking steps to prevent problems from arising rather than relying on reactive control measures to manage a crisis

Reasonable- proportionate to the circumstances it was intended to prevent.

Restraint- the positive application of force to overcome rigorous resistance: completely directing, deciding and controlling a person's free movement in order to keep people safe.

Seclusion- the supervised confinement of someone in a room, which may be locked. Its sole aim is to contain severely disturbed behaviour that is likely to cause harm to others.

Time out- allowing a person some time and space to calm down. This may involve using a calm down space e.g a tent or designated area outside the classroom.

Withdrawal- moving somebody to a safer place where they can be monitored and supervised

Technical Terms:

Help Hug- one arm around the shoulders with the nearest hand on the nearest shoulder or covering just above the elbow.

Guiding Elbows- arms or cupped hands placed just above the elbows to prevent hazardous movements.

Single Elbow- two carers standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other Caring C supports the front of the shoulder. Supporting pressure is through the hips to protect backs and heads.

Double Elbow- one or two carers standing or kneeling alongside the individual passing one arm across the back to hold furthest forearm. The whole hand hooks over the forearm with the elbow tucked back. Supporting pressure is through the hips to protect backs and heads.

Figure of Four- Standing, sitting or kneeling alongside the individual holding underneath the forearm with the outside hand, while the nearest hand passes under the arm and over the individual's forearm to grip the carer's own wrist.



HOW TO EARN REWARDS AT LARKHOLME



SCHOOL RULES

- Ready
- Respectful
- Safe



JEWELS

From Year 1- Year 6, pupils' good behaviour will be recognised and rewarded with jewels.

Jewels are exchanged for Larkhome money which can be spent at the Larkholme Jewel shop

- 10 (£1)= sticker,
- 50 (£5)= pencil/rubber
- 100 (£10)= bouncy ball,
- 200 (£20)= £5 book token,
- 500 (£50)= £10 Amazon voucher



TEAM WORK

Pupils will earn jewels for their team (Marr, Boston, Wyre and Hewitt) these will be collected by the house captains at the end of each week and added to team jars. The jars will be weighed at the end of each term and the winning team will have a treat of their choice.

LUNCHTIMES

Lunchtime awards are given to pupils who are following the rules and showing the right attitude. Pupils who stand out to the welfare staff will earn a golden star and a place at the golden table for lunch.

FAB FRIDAYS

On a Friday there are special activities available for pupils to enjoy. These have been chosen by the children with the help of the school council.



HEAD TEACHER AWARD

For exceptional work and attitude, pupils will be sent to celebrate their achievement with the Head Teacher.

Pupils receive a prize, a certificate and are celebrated on social media.

SHOUT OUT

As part of Friday assembly, teachers will give shout outs to any and all pupils who have caught their eye that week.

Pupils can also give shout outs to each other.

READING AWARDS

Pupils who read regularly will enjoy their reading treat.

Every term, a pupil from each class is chosen for demonstrating resilience with their reading and receives a badge and a book of their choice.



BEHAVIOUR EXPECTATIONS

Larkholme children should be:

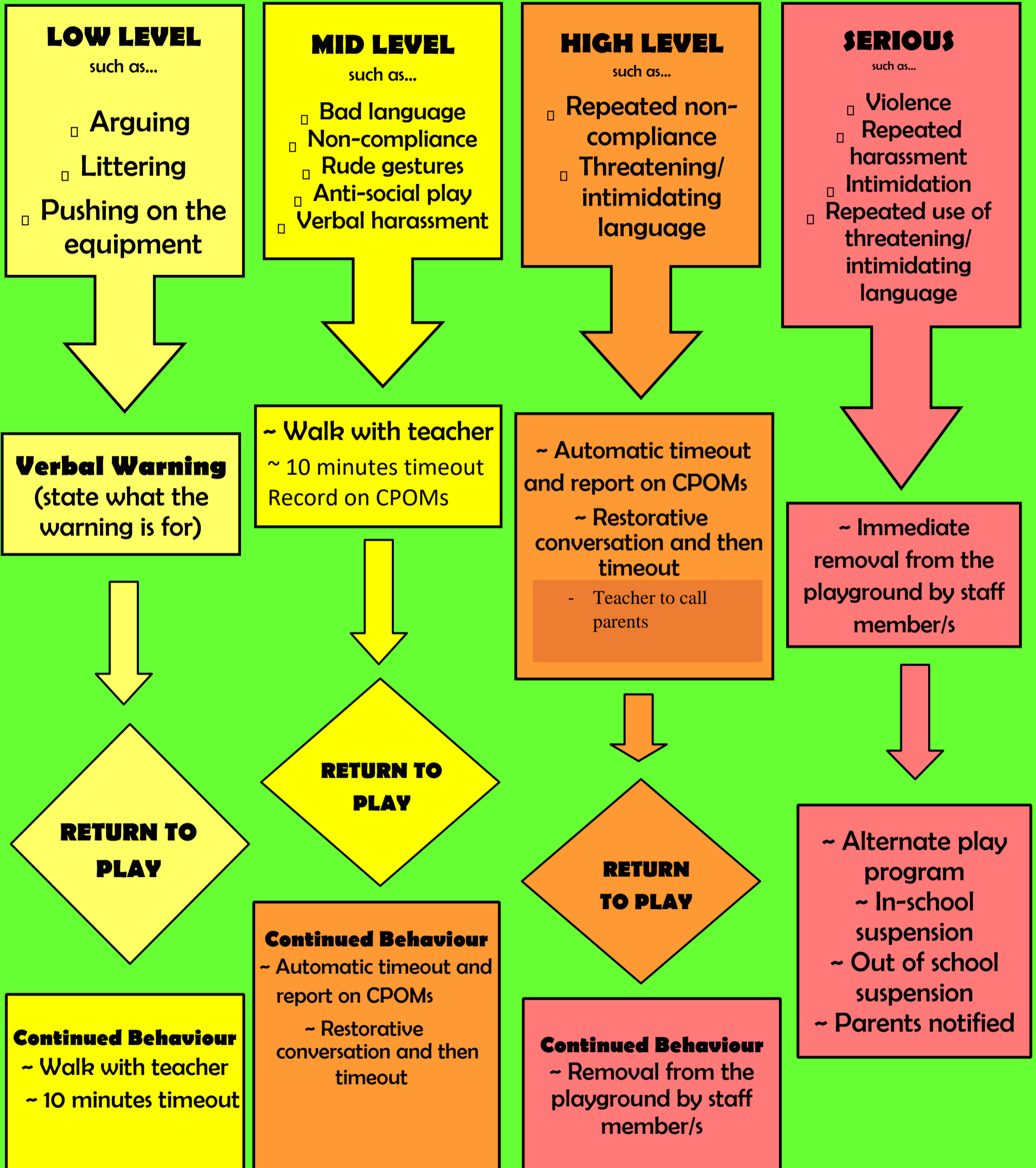
- Respectful
- Active learners
- Calm and organised
- Attentive listeners
- Safe
- Kind
- Polite



respect- responsibility- resilience



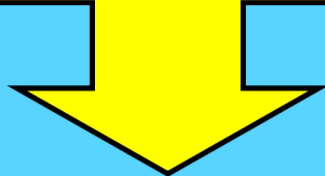
PLAYGROUND BEHAVIOUR MANAGEMENT FLOWCHART



CLASSROOM BEHAVIOUR MANAGEMENT FLOWCHART

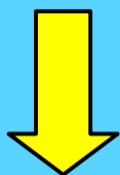
LOW / MID LEVEL
such as...

- ☐ Disruptive behaviour
- ☐ Non-compliance
- ☐ Disrespectful behaviour



First Warning
(state what the warning is for)

Use behaviour ladder as a visual aid

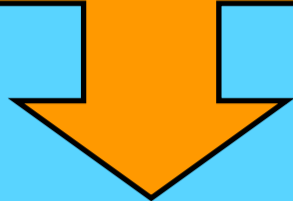


Second Warning
(restate the behaviour and logical consequence eg: lost break)

Use behaviour ladder as a visual aid

HIGH LEVEL
such as...

- ☐ Intimidating and threatening behaviour
- ☐ Repeated non-compliance



~ Internal isolation from the classroom for the remainder of the session

~ Phone call to parent



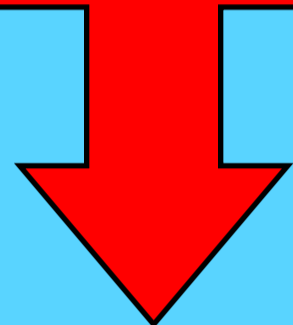
~ Return to classroom next session

Continued Behaviour

- ~ Internal isolation from the classroom for the remainder of the day
- ~ Another phone call to parent
- ~ Consequence at headteachers discretion for the following day

SERIOUS
such as...

- ☐ Violence
- ☐ Unprovoked violence towards another student
- ☐ Repeated non-compliance of a serious nature
- ☐ Racial or sexual vilification
- ☐ Vandalism
- ☐ Theft



Executive Intervention

- ~ Internal isolation from the classroom for the remainder of the day
- ~ Phone call to parent
- ~ Consequences for following day determined at Headteachers discretion
- ~ Minimum consequence in-school suspension

Exclusion may be considered

Families Role

Parents are the first and most influential educators of their children.

Parents are encouraged to work with their child and the school. We value your contribution as partners in your child's learning as we attempt to support and reinforce the school behaviour management policy.

Student's Role

Every individual has both rights and responsibilities.

Students are responsible for their own behaviour and their choices result in appropriate and logical consequences.

Educator's Role

For student success the teacher must ensure that the climate is conducive to learning.

Educators are responsible to provide opportunities for student success encouraging them to regulate their behaviour ensuring appropriate and logical consequences for their choices.

Leadership Role

All stakeholders are entitled to a safe and supportive learning environment.

Leaders are responsible for ensuring the safety of the physical and emotional wellbeing of students and staff.

