



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

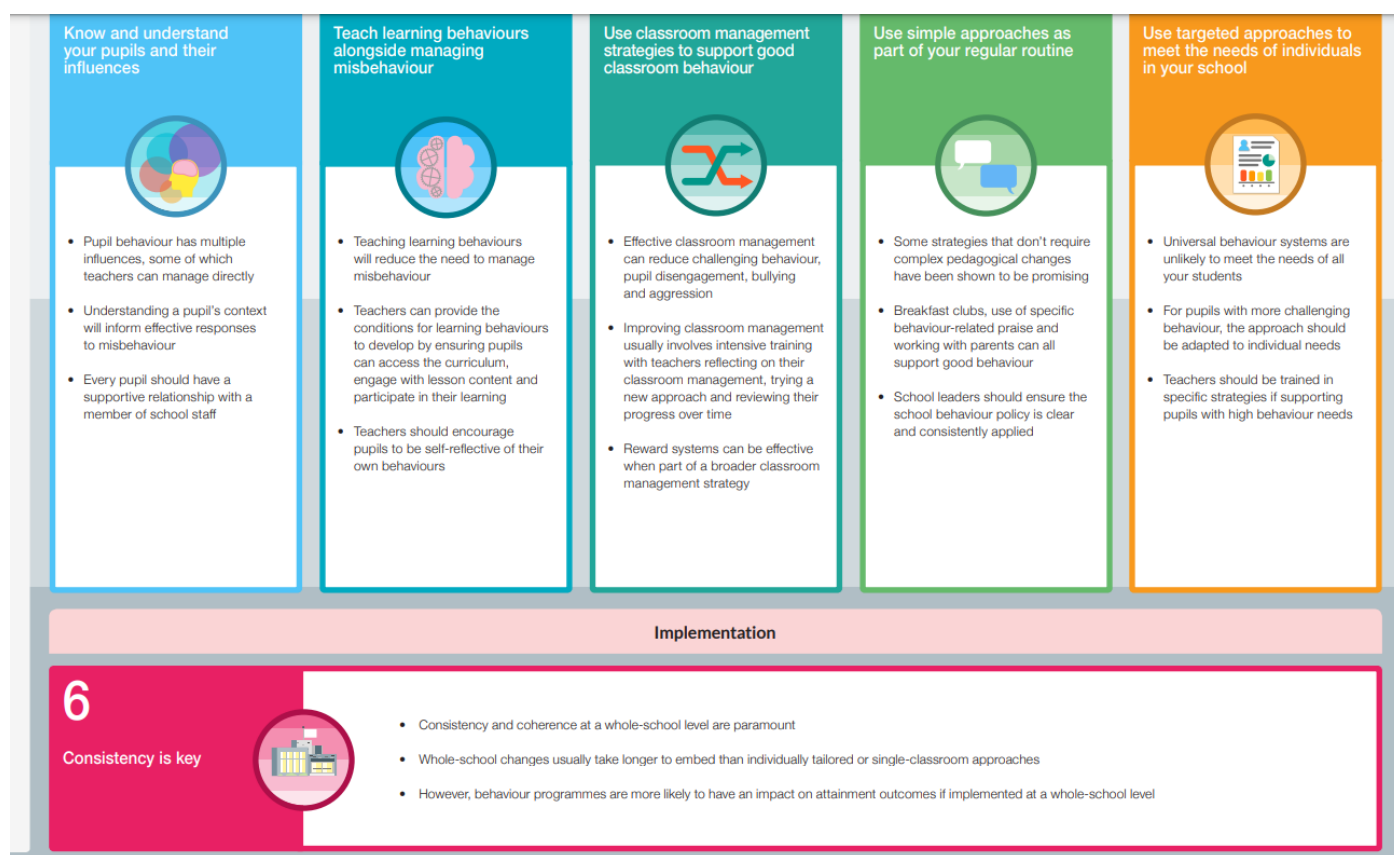
Our Values:

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:



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:

- Ready
- Respectful
- Safe

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 pupil passport
 - 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
 - use of whole school reward system- jewels
 - contact with parents/carers
 - withdrawals
 - seclusions
 - time out/in
 - loss of playtimes
 - liaising with external agencies e.g. Stepping Stones, LEHSS, IEST, etc

- staff trained in attachment and trauma
- key staff trained in Team Teach
- internal isolation

Ten Key Principles for a Consistent Approach to Behaviour

1. Be positive
2. Remain consistent
3. Strive to understand more
4. Stay calm
5. Work together
6. Seek advice and support
7. Celebrate achievement
8. Support your colleagues
9. Respect confidentiality
10. Plan strategically

Whole School Reward System:

From Year R- Year 6, pupils' good behaviour will be recognised and rewarded with Dojos. Pupils will earn Dojos for individual awards and towards a whole class treat. Dojos are digital and can be seen by staff, pupils and parents at home.

For each Dojo a pupil receives will be recorded and these can be exchanged for badges when they reach each milestone.

The class can also add up their Dojos to earn a class treat of their choice. Each half term the Headteacher will set each class a Dojo challenge for them to achieve in order to earn their reward.

Golden Tickets- each term the children vote on a treat for the Golden Ticket reward. Throughout the term children can earn Golden Tickets for showing respect, responsibility, resilience and attendance. These tickets go into the end of term draw and 20 tickets will be drawn for Rec/KS1 and 20 tickets for KS2. These children will then attend the end of term treat, which is chosen by and voted for by the children.

Pupils can have a Dojo removed as a sanction for behaviours that do not meet our behaviour expectations. A clear reason will be given to the children for the removal of the Dojo and this will also be shared with parents. Children that have lost Dojos may also face additional sanctions, for example- loss of time at class treat, withdrawal of privileges including the right to access residentials and end of term reward trips and activities.

Dojos will only be removed for persistent failure to meet Larkholme's behaviour standards.

Positive Dojos can be shared publicly. Removal of Dojos should be carried out in a quiet space away from their peers. A clear reason should be given to the child and support to aid them in making better choices should be given.

Behaviour approach in EYFS:

Children starting school may need additional support and time to learn and understand behaviour strategies. Therefore, during the first few weeks of EYFS there will be a focus on PSED, which will be explicitly taught and planned into continuous provision.

Pupils are taught about acceptable behaviours and these are visually represented on their class behaviour chart.

Children in EYFS also use Dojos for rewards.

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 Pastoral Team 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.

We encourage self-regulation through withdrawal time in different forms:

- 1- **Use of self- regulation areas in classrooms**
- 2- **Use of self- regulation area in corridor**
- 3- **Use of the calm zone**
- 4- **Use of Reflection Room**

None of these spaces are a punishment – they are to be used as tools to help a child manage their emotional dysregulation with dignity and support, whilst also ensuring the safety of others.

Children that are needing to use space frequently, must be recorded on CPOMS and will need a pupil passport to clarify the support they require and the interventions taking place to support them to develop the self- regulation skills.

Use of space 4 must be recorded on CPOMS.

Brain Architecture and the Oxford Brain Story:

Science tells us that the experiences we have in the first years of our lives actually affect the physical architecture of the developing brain. This means our brains are not just born, they are built over time based on our experiences. Our brains begin to develop just after conception and continue until we are around 24 years of age. The foundations we build during this time support us as we get older. If the foundations are

not as solid as we would like we can change this by introducing supports. This can happen at any time in our lives but it easier to do when brains are younger, preferably between the ages of 0 and 5 years old.

We are brain builders



BRAIN ARCHITECTURE
Early experiences build brains



AIR TRAFFIC CONTROL
The "executive function" system of the brain



SERVE & RETURN
Positive interactions build sturdy brain architecture



REWARD DIAL
The brain's inherent motivation system



TOXIC STRESS
A force that disrupts brain architecture



RESILIENCE SCALE
Tipping the scale toward positive outcomes

Learn more about how these metaphors can support important conversations:



Use of the metaphors is with permission from our partners at:




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

In primary schools, physical restraint should be used as a last resort when there is an immediate risk of harm to the pupil or others, and only when all other de-escalation methods have been exhausted. Any use of restraint must be reasonable, proportionate, and justifiable, with the primary aim of safeguarding the child.

PACE:

- Playfulness
- Acceptance
- Curiosity
- Empathy

Searching, Screening and Confiscation

Searching of students:

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. The DSL must also be informed. For guidance on Searching please refer to the document, searching, screening and confiscation (DfE July 2022)

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or to cause personal injury to, or damage to property of;
- any person (including the pupil).
- an article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Confiscation of pupil property:

Unfortunately, on occasion it might be deemed necessary to confiscate a student's property, especially if the items they have pose a risk to themselves and others around them. Items may also need to be confiscated during an investigation or from repeat offenders. For some of the confiscated items or situations it may be deemed appropriate to insist that parents attend the school to collect the offending items.

Fixed Term Exclusions:

The school works hard to prevent fixed term exclusions and every strategy will have been put fully in place before the decision to suspend is made. However, there are times when a child is presenting such a risk or disruption that measures have to be put in place to safeguard the child in question, the other pupils and protect the staff.

A pupil may be suspended on one or more fixed term periods (up to 45 days in an academic year). When using suspensions this is to provide a clear outline that the current behaviour is unacceptable and is part of planning provision and modifications to the curriculum to support the child.

The Headteacher decides whether to suspend a pupil, for a fixed term or permanently exclude, in line with the school's behaviour policy, taking into accounts all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision where the decision to permanently exclude has been made.

Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for a suspended pupil up to the sixth school day of any fixed period suspension of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Reintegration following a suspension:

Following any suspension, plans will be made for the child's return or alternative provision should be put into place. A return to school meeting will be arranged where the child will be welcomed back to school and any plans made for return discussed with both child and parent(s)/carer(s). This approach is to ensure the child feels welcomed back to school with a fresh start and that any reparation is done including relationships.

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:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse

- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Please refer to DfE guidance:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

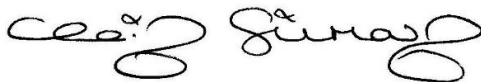
Other key policies:

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

Approval date: Sept 2025

Review date: Sept 2028

Signed (Headteacher):



Signed (On behalf of the Governing Body):



HELP ME REGULATE

Sit down



Turn the timer over

Calm breathing



Busy box

Reflection



Return to Learning



Flowchart for support

In Class Support:

- Circle time
- Trauma informed practice in place
 - *Regulation stations*
 - *Time in/time out*
 - *Clear boundaries*
 - *Adaptive teaching strategies*
- Consequence (managed by adult that gave them)
- reward systems
- Speaking to parents after behaviour incidents
- Kidsafe (delivered by NM)
- Teacher to complete behaviour SNAP
- Daily time with TA/teacher
- Daily meet and greet with familiar member of staff
- Group activities to encourage social skills
- OAL
- Activities designed to support executive function control (air traffic control)
- Calm interactions
- Model appropriate behaviours
- High expectations
- Share parent leaflets and direct to school website

All concerns/incidents to be logged on CPOMS and to include support given and impact

. CPOMS will be triaged by CG, RS and NM at pastoral meeting.



Wider school support (6-8 weeks, following an assessment)

- Triaged by pastoral team and actions recorded.
- Class teacher to all to parent/carer with concerns and next steps

Possible actions:

- Stage one Pastoral interventions– Emotions, Anger, Behaviour, Social Skills, Transition, Friendship led by NM or LZ
- Pupil passport for behaviour to be completed by class teacher and evaluated in 6-8 weeks
- Level 2 EHA (triple p, Oxford Brain Science, school nurse, meeting with CFWBS, mental health clinic)

After 6-8 weeks, a SNAP assessment will be completed by Class teacher and parents, then a further 6-8 week intervention will be agreed. Parent/carer informed.

- Play therapy
- Support with anxiety
- Targeted support
- EBSA
- Specific trauma informed strategies (Pupil passport)
- Self care (Anna Freud)
- Coping toolbox
- Volcano in my tummy
- Big feelings come and go

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



Outside Agency Support for the individual:

- Counselling (family intervention, counselling, parent and child support. Can be bought in, or accessed through EHA).
- Osborne Trust (Cancer services support)
- The Den (Domestic Abuse support)
- Fylde Coast Women's Aid (9+, work on healthy relationships and respect)
- Champion (Mental health support, group or individual work)
- Stepping Stones
- Children's Champions
- CFWBS groups
- IEST
- LEHSS
- SHINE

An Early Help Assessment at level 3 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)
- CASHES (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)

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. Its sole aim is to contain severely disturbed behaviour that is likely to cause harm to others.

Isolation- A disciplinary measure where a pupil spends limited time out of class (in an area where they can still learn), not locked in.

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



DOJOS

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



TEAM WORK

Individual Dojos will also be added to the class tally. Classes that earn enough Dojos to meet the Headteacher's challenge will be able to have a class treat. This treat will be chosen by the children.

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.



GOLDEN TICKETS



Children can earn golden tickets for the end of term draw. The children choose the end of term treat.

Children can earn golden tickets for respect, resilience, responsibility and attendance.



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.



BEHAVIOUR EXPECTATIONS

Larkholme children should be:

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



respect- responsibility- resilience



We are brain builders



BRAIN ARCHITECTURE
Early experiences build brains



AIR TRAFFIC CONTROL
The “executive function” system of the brain



SERVE & RETURN
Positive interactions build sturdy brain architecture



REWARD DIAL
The brain’s inherent motivation system



TOXIC STRESS
A force that disrupts brain architecture



RESILIENCE SCALE
Tipping the scale toward positive outcomes

Learn more about how these metaphors can support important conversations:



Use of the metaphors is with permission from our partners at:



