Lanchester E.P. (Cont.) Primary School

A Caring Community
Where All Can Flourish

Behaviour

Policy – September 2026

ETHOS

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos. At Lanchester E.P. Primary School we value each child equally and as an individual and strive to provide the best education possible within a stimulating, happy and caring environment, inspired by Christian faith and our Christian Values of Love, Hope, Joy, Trust and Kindness. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements. We use a positive and restorative approach to discipline, rewarding and affirming good behaviour. Children should be able to come to school happy and free of fear, knowing that their rights will be respected and for them to be prepared to respect the rights of others.

RATIONALE

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian Values of Love, Hope, Joy, Kindness and Trust. We follow Jesus' call to treat others as we would like to be treated ourselves. This provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. We have a system of rules, rewards and consequences. Consequences include verbal warnings, parental phone calls or playtime Reflection Activity. The Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child. We seek to promote our Christian Values for others and to exemplify them in the way we behave as individuals and as a community.

Jesus said, "I came that they might have life, and life in all its fullness." (John:10:10) Our fundamental aim as a school is to help all those in our community to flourish so that they may make the best use of the gifts God has given them; intellectual, creative, physical, social, personal, moral and spiritual. This includes staff as well as pupils.

School rules, rewards and consequences are kept to a minimum and agreed with the children at the beginning of each new school year.

AIMS

At Lanchester E.P. Primary School we aim to:

- Have a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- Create a Christian atmosphere in which teaching and learning can take place in a safe and happy environment
- Teach, through the school curriculum, positive values and attitudes as well as knowledge and skills
- Promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- Allow pupils to develop and demonstrate positive abilities and attitudes.
- Teach pupils self control and to subsequently take responsibility and be accountable for their actions
- Ensure consistency, fairness and clear expectations in our dealings with each other, within an atmosphere of mutual respect
- Promote a sense of community and a shared ethos and purpose in school
- Promote courtesy, respect and tolerance of difference throughout the school
- Promote an emphasis on positive encouragement of appropriate behaviour
- Enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.

OBJECTIVES

Pupils should have the opportunity to:

- Learn how to be Ready, Respectful and Safe Learners
- Be taught what behaviour is expected and what is unacceptable
- Be shown respect and have their opinions listened to, valued and taken account of
- Develop self-discipline
- Develop their self worth through success and the carrying out of responsibilities
- Work in an orderly, caring and supportive atmosphere, where effective learning can take place
- Be treated consistently, fairly and equally by teaching and non-teaching staff
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour

GUIDANCE FOR STAFF

All staff should be fair and consistent when dealing with children. Good behaviour should be developed through a system of praise and positive rewards. We seek to express in our own behaviour the Christian values which shape the life of our school.
It is important to create a stimulating and attractive classroom environment where children's work is well displayed. In this way children know that their work is valued. A well organised class and lessons which are well prepared and enthusiastically delivered and where pupils are aware of the lesson purpose and what is expected of them, all help to secure good standards of behaviour.

Staff should:

- Develop positive relationships with all pupils
- Keep pupils engaged and minimise opportunities for disruption. This means thinking giving careful consideration to classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure orderly entry / exit to classrooms and transitions around school
- Ensure lessons are well structured and organised to meet the needs of the children
- Be flexible in order to take advantage of unexpected events.
- Model standards expected from pupils, e.g. courtesy, respect, forgiveness
- Treat pupils as they would wish to be treated themselves
- Emphasise the positive by praising good behaviour and good work
- Make the rules, rewards and consequences for classroom behaviour clear to pupils and explain why they are necessary
- Ensure consequences are used appropriately and fairly. Children should have a clear understanding of why the choices they have made have resulted in the consequence given. Staff must ensure that the children understand a consequence has been given for the child's choices or behaviour
- Analyse their own classroom management performance and learn from it
- Be a reflective practitioner and constantly aim to improve their own practice

All staff (teaching and non-teaching) have a responsibility for managing the behaviour of all pupils when they are not under the direct supervision of their own class teacher.

RATIONALE

We seek to model in the way we treat pupils and one another the Christian Values of Love, Trust, Kindness, Hope and Joy upon which our school life is founded. We strive to ensure the climate of our school is a positive one based on a clear expectation of high standards of behaviour at all times. It is important that the appearance of the school premises and the attitudes and example set by our staff are seen by the pupils to reflect a sense of collective responsibility and purpose. The school provides a welcoming and caring atmosphere**.**

We strive to ensure that the curriculum is well planned with high standards of teaching and learning which offer stimulating and suitable differentiated programmes of study to cover the full ability range of our children. Our pupils are challenged and expected to use their initiative and accept responsibility.

Our staff accept that children's behaviour is affected by the quality of teaching and learning as well as by teachers' expectations. We also recognise that the physical environment of the school plays an important part in behaviour and are making attempts to involve the children in improving the school building and grounds so as to establish a sense of pride and ownership.

We believe the management of children's behaviour depends essentially upon the quality of relationships. We treat each other and our children with courtesy, respect their ideas, value their individuality and listen carefully to what they have to say.

Our school encourages partnerships with parents and we understand that this relationship is crucial for ensuring positive behaviour management. Parental support is expected to be of a high standard due to the level of communication and involvement which we maintain with them.

The school also welcomes the support from other agencies such as Educational Psychology, One Point and Education Welfare and Advisory Services. We co-operate with them on a regular basis and receive invaluable help from them in our attempts to serve our pupils.

Serious incidents are recorded by the appropriate member of staff in CPOMS. The incidents which are recorded shall be those which (may) give rise to further action.

We recognise that an atmosphere of praise and encouragement is essential for all pupils and vital for those children with more challenging behaviour. We actively aim to identify, encourage and reward examples of achievement. We do this through our house system and weekly assembly where achievement – both inside and outside of school – is recognised and rewarded.

There is an established framework of general routines to which ALL staff and pupils should subscribe in addition to well defined boundaries of behaviour understood by both staff and pupils.

Pupils and parents are made aware of the school's 'Code of Conduct' prior to entry to our school, via the school brochure. The code shall have a high profile and will be positively and frequently promoted.

Governors too have an important role in helping to uphold and express the Christian values which shape our school. In supporting and offering challenge to the school to account they should always be asking to what degree the school embodies the values it seeks to promote. They should always have in mind the well-being and personal development not only of pupils, but also of staff.

CODE OF CONDUCT

Our Code of Conduct is relevant to every person in our school community – children, staff, parents, helpers, governors, visitors.

Our fundamental rule is to strive to treat others the way we would like to be treated ourselves. (Matthew 7:12, Luke 6:31)

To ensure the safety of all we:

- Walk around the building sensibly and quietly
- Enter and leave rooms, halls and the building, in a sensible, calm manner
- Take responsibility for the attractiveness of our building
- Take responsibility for our own and for our school property
- Listen to and follow instructions carefully

To ensure a happy atmosphere in school we:

- Understand the need to take responsibility for our own actions
- Keep our hands, feet and unkind words to ourselves
- Are helpful, polite and courteous to others
- Give particular care to anyone who is hurt or upset
- Are kind to everyone and treat each other with respect

To help achieve maximum potential in school we:

- Listen carefully, being quiet and respectful
- Attempt all tasks with enthusiasm, with the knowledge that mistakes are a way of
  learning.
- Ask for adult help if we do not understand
- Learn to work individually, co-operatively in pairs, in a group or as a class
- Learn to be responsible for organising and managing aspects of our work, resources,
  classroom and school.

Behaviour Management Guidelines – Key Stage One and Two

REWARDS

- Each pupil, upon entering our school, is allocated to one of four houses. Children are awarded ClassDojo points for positive behaviour which can be academic effort, achievement, progress, sporting prowess, success in some out-of-school activity, courtesy or helpfulness. The points are recorded for termly competition which results in the house with the most points being awarded the House Trophy. At the end of the term, the house with the most points will take part in a special reward afternoon.

- A marble jar will be kept in each class for whole class recognition. This could be for lining up smartly, moving through school quietly or when the whole class has worked hard during a lesson. When the marble jar is filled, the class will receive an afternoon treat, for example a video party, pyjama party, activity choice etc.

- Recognition is given to success of differing kinds e.g. sporting activities, dancing, guides, scouts etc. during Growth Worship and Flourishing Friday.

- The Head Teacher and Deputy Head Teacher welcome the opportunity to praise individuals for pieces of good work if these are brought to their notice. Children can be sent for a Head Teacher Award for personal academic and/or social achievement.

- Our Display Policy is also an important means of praise and encouragement. We should make every attempt to demonstrate our appreciation of our children's efforts. In addition, excellent pieces of achievement by individual children may be displayed in the Head Teacher's Office.

- Above all, praise and encouragement in lessons should be used as much as possible.

Praise in the Classroom Context

Praise is an easy strategy to use and is the one most likely to influence your child's behaviour. It shows the child that you value what they are doing and gives you the opportunity to influence by focussing on the positive and the desirable.

The guiding principles are:

- Look for instances where children keep the rules and let them know that you appreciate their efforts.
- Praise good work and behaviour
- Be behaviour specific, e.g. 'I like the way you are getting on quietly with your work'.
- Praise has a ripple effect – it conveys your expectations to the class.
- Praise offers models and examples for children to follow.
- The ClassDojo point system is a useful vehicle for praise when used consistenty.

It must be emphasised that it is the primary responsibility of staff to deal with discipline. This is best achieved by the manner in which teachers run their classrooms and research has highlighted some guiding principles in promoting effective behaviour management:

- Good classroom management
- Lessons which are well organised and delivered
- Lessons which maintain pupil interest
- A stimulating and positive classroom environment
- Enthusiasm and humour shown by the teacher
- Teachers' flexibility and understanding of the problems faced by individual children (e.g. family situation) or how other factors (e.g. weather) may affect their plans.

Strategies which may contribute towards good behaviour management are:

- Being aware of what is happening in the classroom by observing and scanning the behaviour of the class regularly.
- Emphasising the positive – praising good behaviour instead of taking it for granted.
- Showing that when an effort is made to behave well, it is noted, appreciated and valued.
- Agreeing clear rules for classroom behaviour and explaining why they are necessary.
- Following agreed rules, rewards and consequences consistently.
- As a teacher, reflecting on your own behaviour and responses to problems and learning from your own classroom performance.

- Tactically ignoring low level behaviour if appropriate and when it is not disrupting the learning of others'

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Date of Policy: September 2026
Review Date: September 2027

School Behaviour System

At Lanchester E.P. Primary School we believe that each individual within the school is important and his/her welfare is important to us all. We stress the need to care for one another at all times. We stress to children that we do nothing to hurt one another. We define hurting as anything which causes pain, damage or personal upset.

Following the Unicef guidance we take the view of everyone has rights and responsibilities. The children have a right to have certain expectations when in school – they also have the responsibility to ensure that they behave in an appropriate manner.

At the start of the year children will discuss a code of conduct for their classroom and other areas of the school considering their rights and their responsibilities. These will then be displayed in school as a reminder to all.

We have a reward system in place which stresses the positive side of behaviour management.

Any child who behaves well or works to their potential will receive rewards. These come in the form of smile and verbal praise, merit points and stickers on work.

CONSEQUENCES

We have organised our consequences into four stages. Generally, children will stay on Stage 1. Within Stage 1, there are 5 points. However, there are times when children need greater support with regard to their behaviour and times when, if inappropriate behaviour is serious enough, the child will be referred directly to the Head Teacher who will contact parents if she feels this is necessary.

Behaviour Guidelines

Stage 1

- Our behaviour policy is based on consistency at all times, a positive approach and the use of praise. This should be given regularly when children follow the school rules.

- Rewards should be given to children regularly when they follow school rules and behave well.

  Marbles for whole class reward
  ClassDojo points
  Praise
  Stickers and certificates
  Sent to other members of staff

- Each class has clearly identified rules, rewards and consequences. These are displayed in each classroom. Lunchtime rules are displayed in the dining hall.

- Children to go through a series of consequences if they choose to break school rules. Consequences are tracked using our Behaviour Tracking Sheet. These consequences are clear, fair and should be used by all staff.

  1) Verbal warning given quietly
  2) Sit away from the group for 5 minutes (supervised at all times)
  3) A playtime reflection
  4) Phone call home
  5) Sent to HT / DHT

- If children are given a warning, their behaviour must be discussed – what they did wrong, why they did it and what they should have done instead.

- Marbles must not be taken out of the jar as a punishment.

When children's behaviour becomes a concern and incidents become more frequent then the following procedures are put into place.

Stage 2.

- A meeting is arranged by the teacher, between parents, teacher and pupil to discuss the problems. The teacher can draw upon evidence from the behaviour file – time-out records, thinking sheets and behaviour monitoring sheet. A record of this meeting is made in the behaviour file. During this meeting a plan of action to support the child should be drawn up and a Reflection Diary initiated. At the end of the two weeks a further meeting should be held to discuss progress.

- As part of this discussion a Behaviour Support Plan is drawn up with regard to behaviour.

If the action was successful then the child reverts to Stage 1 support.

If the action was not successful but other ways ahead are identified, then these can be planned for.

If there is no clear way ahead and the behaviour is deteriorating rapidly and affecting the learning environment in the classroom, then the pupil must move to Stage 3.

Stage 3.

- Teacher has meeting with head teacher to discuss difficulties with pupil and the action taken so far is discussed.

- A meeting is held between head teacher, class teacher, pupil and parents. A further meeting is arranged to review progress.

If the action has been successful then the child reverts to Stage 2.

If the action is unsuccessful but alternative ways ahead are identified (possibly involving outside agencies) then these are planned for in the usual way and a meeting is held to review progress. A Behaviour Support Plan involving outside agencies will be drawn up at this point.

If the action is unsuccessful a child will move to Stage 4. An EHCP will be considered, along with the possibility of alternative provision.

The school will not accept inappropriate behaviour towards any child.

When a child's behaviour puts themselves or others at risk of injury, or persistently disrupts the learning of other children, it may be appropriate for the child to receive a Fixed Term Exclusion for a specific length of time. The exclusion may also include a school outing, after school club or residential visit. When returning to school, the child and parents must attend a meeting with senior staff to discuss ways forward.

Bullying incidents are dealt with swiftly (See anti-bullying policy).

If a child exhibits behaviour which is seen by staff as being dangerous to either themselves or others, or behaviour which is making it difficult for the school to function in the normal way, there may be occasions to positively handle the child. There are identified staff in school who have been trained in the Team-Teach method of positive handling.

Reporting of Racial Incidents in School

Racial incidents are dealt with seriously. If someone is racist then an adult will discuss with the child their behaviour and how it was inappropriate. Parents will be informed if it is felt that this is necessary.
These will be reported on a termly basis at Governing Body meetings and annually in the prospectus.

Parents

We believe that a strong partnership with parents is important in maintaining and improving our high standards of behaviour. All parents are asked to sign a Home School Agreement when their child starts at the school. In addition parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

This policy must be read in conjunction with the Guide to Our Behaviour Reward System.

Lunchtime Behaviour Management

The majority of children enjoy spending time together chatting and playing in the yard at lunchtime. There is a variety of playground equipment in the yard for children to use. Again, we attempt to reward children who behave well during lunchtimes. It is important that all school policies continue to be followed during lunchtimes. Relationships, mutual respect and care & consideration for all are a key to success during lunchtimes. However, there are times when children do behave inappropriately at lunchtime. When this happens the following procedures will be used:

- If a child behaves inappropriately they will receive a verbal warning. The child will be spoken to and the reason for the verbal warning will be explained to them. This will give the child the opportunity to reflect on how to behave appropriately.

- If the child continues to display the same challenging behaviour, they will be given five minutes 'time out'. Their name is recorded on the Behaviour Tracking Sheet for their class, with the reason given for their time out.

- If, when they move from the 'time out' wall, they make the wrong choice again, then they must go and explain their actions to a member of the Senior Leadership Team and go to Reflection Time.

- If a child does something particularly serious (e.g. is particularly violent, shows outright defiance or is rude/aggressive/disrespectful to an adult) then they can automatically be given 'time out'.

Any child who has to explain their actions to a member of the Senior Leadership Team automatically loses their right to playing outside at lunchtime the following day.

If the child regularly displays poor behaviour and has visited a member of the Senior Management Team more than four times over a twoweek period, the school reserves the right to exclude the child over the lunchtime period for a set period.

Rewards

We feel it is important to reinforce and reward good behaviour whenever possible. Therefore, at the end of every lunchtime, a dinner lady will go to each classroom and reward a child for their good behaviour, stating the reasons why they have been particularly proud of them during the lunch hour.

Serious Incidents

- In the event of a serious behaviour incident occurring a message should be taken by a sensible child to Mrs Davis, Mr Knighton, Mr Innes or the school office. A member of staff will immediately attend.

- A yellow card should be sent to the office if there is the possibility of a serious incident occurring.



Our EP Rules

At Lanchester EP we are:

Ready,



Respectful



&

Safe



Learners!



Our EP Rules

At Lanchester EP we are:

Ready



We have the equipment we need for each lesson.

We show we are ready with our whole body.

We follow our school routines.

We actively take part in learning.

We ask for help if we need it.

We try our best.

Learners!



Our EP Rules

At Lanchester EP we are:

Respectful

We listen when others are talking to us.

We use a kind, positive and respectful voice.

We always use good manners.

We share and take turns.

We play fairly.

We value everyone.



Learners!



Our EP Rewards

'ClassDojo' points – Team Points

Marbles in the class marble jar

Praise – kind words to you and your family

Stickers

Work shared with other adults and classes

Growth Assembly Certificates
(presented in assembly)

Positive phone calls home

Flourishing Friday with Mrs Davis

At Lanchester EP we are Ready, Respectful & Safe, Learners!



Our EP Consequences

1. A quiet reminder about your choices.

2. A short period of reflection time in class.

3. A playtime reflection.

4. A phone call home.

5. A meeting with the Deputy Head Teacher or Head Teacher to discuss your choices.

At Lanchester EP we are Ready, Respectful & Safe, Learners!

Lanchester EP Primary School
Behaviour Record Log

Week Beginning:	Year Group:	Class Teacher:

Date	Name	Lesson	W	C	Comments

At Lanchester EP we
are Ready, Respectful & Safe & learners!

Lanchester EP Primary School

Home & School Behaviour Record

Targets					
My Rewards					
	Lesson 1	Lesson 2	Break times	Lesson 3	Lesson 4
Monday	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
	Comments:				
Tuesday	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
	Comments:				
Wednesday	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
	Comments:				
Thursday	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
	Comments:				
Friday	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
	Comments:				

☺ All targets met 😐 One or two targets met ☹ No targets met

Parent Comments	M	
	T	
	W	
	Th	
	F	

Lanchester EP Primary School

Behaviour Reflection Sheet

Name: **Date:**

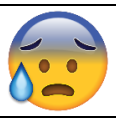
Thinking about my behaviour will help me make a better choice next time.

Behaviour: (What happened?)

Who was involved?

Why is this behaviour not acceptable?

How did this make you feel?

Mad	Sad	Frustrated	Lonely	Hurt	Confused	Jealous	Scared
							

If this happens again I will:

How will I put things right?

Boosting Brilliant Behaviour

At Lanchester EP, our behaviour policy is based on a positive approach, with consistency at all times, the use of praise and rewards, and a clear system of consequences.
Praise must be given regularly when children follow the school rules.

Stage 1

The non-negotiable school rules, rewards and consequences are agreed with the children and displayed in classrooms. Lunchtime and playground rules are clearly displayed.

Children's rewards are agreed at class level, but must include ClassDojo points and Marble Jar rewards. All consequences are consistent across the school. Consequences are recorded using the Good to Be Green sheets. Children receiving a red card attend reflection sessions. If a child accesses reflection on two days in a week, the class teacher will contact parents.

Stage 2

A meeting is arranged by the class teacher, involving the parents, teacher and pupil.

A Behaviour Support Plan will be drawn up and a Reflection Diary initiated for the child. Individual targets and rewards are agreed. The diary will continue for a maximum of 8 weeks and is regularly reviewed. A Behaviour Chronology is set up using CPOMS at this stage. If this is successful, the child reverts back to Stage 1.

Stage 3

Class teacher, SENCO and HT / DHT and meet to discuss difficulties. A meeting with pupil and parents follows to discuss next steps. Support from outside agencies will be requested.

A new Behaviour Support Plan will be written, following advice from external agencies. The new plan and Reflection Diary will continue for a further 8 weeks maximum. If this is successful, the child will revert back to Stage 1.

Stage 4

If after two cycles of intervention, behaviour remains a concern, then an EHCP will be considered by the SENCO and alternative provision considered.

A further Behaviour Support Plan will be drawn up by everyone.

Monitoring

Written evidence is essential for children, to ensure their needs are met. All staff are expected to record behaviour incidents requiring a red card in CPOMS. Good to be Green record logs, Reflection Diaries and Behaviour Chronologies must be updated whenever an incident occurs.
This process will be closely monitored at all stages by the Deputy Headteacher and Headteacher.

Serious Incidents

In the event of a serious incident occurring, a red card is sent to the HT / Office. A member of staff will immediately attend. A yellow card should be sent if there is a possibility of a serious incident occurring.
Stage Two procedures will be considered.