



LORDSHIP LANE
PRIMARY SCHOOL

Behaviour Policy

Statutory or non-statutory	Haringey Policy adapted for LLPS	Date reviewed	Date of next review
Statutory	No	September 2025	September 2027

BEHAVIOUR POLICY

Date of Policy: Autumn 2025

Date of Review: Autumn 2027

PROCESS OF POLICY DEVELOPMENT

Staff at Lordship Lane Primary use the **positive behaviour** approach which supports the school policy on behaviour. Training is planned regularly to keep staff updated.

OBJECTIVES AND PRINCIPLES

At Lordship Lane Primary, we aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We understand that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe in promoting and nurturing positive behaviour and are committed to teaching children how to behave in socially acceptable ways and to understand the needs and rights of others.

Teachers and pupils at Lordship Lane should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued.

RIGHTS AND RESPONSIBILITIES

Pupils

- To know what is expected of them.
- To be able to learn without threat.
- To feel safe.
- To be treated fairly, with respect.
- To ask for help if necessary.
- To listen to others.
- To treat others fairly.
- To respect school equipment.
- To be respectful towards others by showing good manners and kindness.
- To follow directions from staff.

Staff

- To be able to teach/work.
- To be treated with respect.
- To be supported by parents.
- To make a safe and positive learning environment.
- To treat pupils with respect.
- To communicate regularly with parents.
- To admit children to class on time.
- To teach children right from wrong.

Parents

- To know that their children are safe.
- To be treated with respect.
- To be able to share concerns.
- To get children to school on time.
- To treat people with respect.
- To tell teachers if their child is upset.
- To talk to their children about what they do at school.
- To collect their child/children on time.

RECOGNITION OF APPROPRIATE BEHAVIOUR

Positive behaviour, good work and effort are actively sought out by all members of staff. This strategy promotes positive behaviour by:

- Reinforcing the behaviour we expect by focussing attention on those who are behaving and working appropriately
- Enhancing pupils' self esteem

The school has adopted the principles of **Positive Behaviour Management** to manage behaviour in school.

We will:

- Actively teach good behaviour
- Ensure that every child has the opportunity to be successful
- Have a clear framework for behaviour, realistic goals and high expectations
- Communicate the framework clearly to all concerned
- Involve pupils in understanding rewards and sanctions
- Help pupils understand good behaviour by providing good role models
- Recognise and celebrate good behaviour
- Promote self-discipline by increasing awareness of the link between actions and consequences, and personal responsibility for behaviour
- Work in partnership with parents, carers and other agencies
- Not accept negative behaviour but accept the person
- Ensure that all of our efforts are directed to preparing the pupils to become citizens of the world

Good behaviour management is:

- Being effective – having a positive attitude
- Accepting responsibility for doing your job
- Being in control – not tolerating misbehaviour
- Speaking clearly with firm directions that are not hostile
- Ensuring interruptions during teaching are kept to an absolute minimum

Home School Agreement

Once a pupil becomes registered at this school (whether this be nursery, reception or any year group in the school, including in-year admissions), all parents/carers are invited to sign a Home School Agreement and parental declaration. This declaration is valid for the entirety of their child being on the school roll. This sets out the aims and values of this school, our responsibilities to pupils, the responsibilities of parents/carers, as well as our expectations of pupils.

Classroom Behaviour System

Every class is to set up a class behaviour system called Trackit Lights. Children can earn green Trackit Lights points for examples of good behaviour when following our school's golden rules.

Individual awards are also attainable for green points.

50 Trackit Light points - Bronze certificate rewarded in class

100 Trackit Light points – Silver certificate awarded in celebration assembly

150 Trackit Light points – Gold certificate awarded in celebration assembly

200 Trackit Light points – Platinum certificate awarded in celebration assembly

250 Trackit Light points – Diamond certificate awarded in celebration assembly

300 Trackit Light points – Titanium certificate awarded in celebration assembly

350 Trackit Light points – Crystal certificate awarded in celebration assembly

400 Trackit Light points – Emerald certificate awarded in celebration assembly

450 Trackit Light points – Ruby certificate awarded in celebration assembly

500 Trackit Light points – Rainbow certificate awarded in celebration assembly

Zones of Regulation

The Zones of Regulation is a framework that uses four colours to help students identify their feelings and level of alertness and provides strategies to support emotional regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviours impact those around them, students learn improved emotional control, sensory regulation, self-awareness and problem-solving skills.

Restorative Justice

Restorative Justice acknowledges children's feelings but also enables them to focus on facts. Pupils have opportunities to reflect on their decisions and try to mend harm that they have caused to others. This in turn develops resilience and good choice making.

Restorative approaches, which are also known as restorative practice, are in place to create a harmonious learning environment where pupils can self-regulate their behaviour and learning. Restorative approaches have been seen to be very effective in enhancing behaviour and learning when implemented as a whole school approach.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured and supportive process that aims to solve the problem

Staff will be able to use a series of Restorative Justice questions that they can use during incidents in order to support the conversations they have with pupils.

School Rules

In each class we display the following school rules:

EYFS

- We are gentle.
- We are kind.
- We listen.
- We are honest.
- We work hard.
- We look after property.

KS1 and KS2

1. We respect each other, our school and each other's possessions.
2. We are kind, considerate and helpful.
3. We listen carefully and cooperate.
4. We follow instructions, first time.
5. We are good learners.

Rewards

- Class reward system – Trackit Light points
- Star of the week (half termly focus for children's achievement)
- Teacher positive phone call home
- Good News certificates (every child to receive one per year)
- Notes to parents
- Weekly celebration assembly

Unacceptable Behaviour

We understand that children misbehave because they have not learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are: attention, boredom, curiosity, imitation, self-preservation, independence, anger, frustration, anxiety, fear, excitement and anticipation. However, at Lordship Lane Primary we will not accept the following behaviours from children or adults:

- Use of abusive, inappropriate or unkind language
- Hitting, kicking, biting, spitting or other such physical responses
- Racist, homophobic or sexist remarks
- Any behaviour which is intended to cause hurt, offence or intimidation to another person
- Aggressive and/or violent behaviour towards peers or staff
- Aggressive and/or violent behaviour which causes damage to school property or destruction of a learning environment
- Persistent disruption to other children's learning
- Persistent defiance when given clear instructions from staff
- Behaviours that would result in the pupil or other pupils being at risk of harm
- Persistent failure to comply with school's Behaviour Policy

Our Approach for Managing Behaviour Incidents:

· Incidents that need to be addressed outside of the classroom are dealt with in our reflection room. A log of these incidents are made, where necessary, using Trackit Lights where details of the incident and the outcome are recorded.

· All serious incidents will be recorded on Trackit Lights (one off and repeated) as a red behaviour.

Classroom Behavioural System Per Session for Children

- 1 positive reminder

- 1 verbal warning
- 5 minutes deducted from break or lunchtime (time out bench) and a discussion with parents / carers at the end of the day
- Conversation with a learning mentor

Reflection Room

- This room is for children who are unable to manage their behaviour and need a place to reflect about and correct that behaviour.
- This room is for children who have been given warnings for continuous low level behaviour e.g. calling out, talking, being rude to peers and adults during lesson and playtimes, and who have not managed to change their behaviour. A phone call home may be made in this instance, or the class teacher will have a discussion with the parent at the end of the day.
- This room is also for children who have been very disruptive during lesson and playtimes e.g. unacceptable language, aggressive behaviour, extreme defiance and fighting. A phone call home will be made in this instance.
- A record will be kept of those children who are in the Reflection Room, along with a short description of why they were in there and any further actions that were taken.
- Restorative Justice questions will be used in conversations to help children understand and correct any harm they may have caused to others.
- If a child is in the reflection room on a regular basis (more than twice in a week) a phone call will be made home and further consequences discussed.

SPECIAL EDUCATIONAL NEEDS

Where necessary children with SEND may have individual plans or provision, with additional support, to help them in managing their behaviour. Reasonable adjustments can be made to support pupils, which will take into account their individual needs.

The school are not able to disapply any of the behaviour policy, in regards to an incident that is deemed as having a serious nature, on the basis of a pupil having SEND.

Behaviour Management

Every teacher must explain the rules to all pupils, along with the rewards and consequences.

Rules, rewards and consequences must be written clearly and include visuals. They must be displayed in:

- CLASSROOMS
- CORRIDORS
- HALLS
- PLAYGROUNDS

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for includes misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way they are identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat or upset to another pupil
- That could adversely affect the reputation of the school
- That is seen or reported to the school as anti-social behaviour.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Use of Equipment or Tools in School

Curriculum activities, requiring use of equipment or tools, come with a set of directions that are set out carefully at the beginning of the year. Children need to be reminded regularly and praised immediately for correct use, and given merits that lead to rewards.

If school equipment is intentionally misused or damaged; this is deemed as unacceptable and not permitted.

STARTING THE YEAR

The year should start with a week of establishing expectations of behaviour for all children.

All members of the class community must be shown how to access all the equipment needed to start work without fuss.

Class teachers should establish good systems and structures to encourage good behaviours for learning.

Assemblies at the beginning of the year should reflect the work going on in classes, to reinforce the expectations of good behaviour.

Assemblies should include a series on people who help us and should show that all members of staff are valued.

Children should know how they should treat members of staff and all staff should be responsible for behaviour in the school at any time, anywhere.

All staff should be patient with children, in order to sort out problems.

All activities should be introduced with clear directions that all members of the class community hear and understand.

SUPPORT FOR STAFF

Training updates will be in place for all staff on positive behaviour strategies. There will be support from Phase Leaders and other senior members of staff.

INFORMING PARENTS

Parents need to be informed of behaviour concerns at the earliest opportunity. Teachers need to:

- Share concerns
- Share solutions with the parent
- Tell the parent that you will keep them informed
- Keep the meeting as positive as possible. If necessary, set up weekly meetings with class teacher

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school.

Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents could occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible** for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions.

BULLYING

Bullying will not be tolerated at our School. Parents/Carers should contact the school if they have any worries about any possible bullying of their child or any knowledge of pupils bullying others. The school will outline action to be taken if any bullying is reported.

Bullying is the systematic targeting of a child by one or several children. It is often secretive and undetectable.

Staff should treat any assertion by parents, that a child is being bullied seriously, but should also be aware that children sometimes want to stay at home for family reasons and use bullying as an excuse.

STRATEGIES FOR DEALING WITH BULLYING ALLEGATIONS

A bullying allegation is where a child or parent reports that a child is being bullied.

The action should include:

1. Conversation with children involved
2. Consequence for child/children
3. Meeting with parents to let them know it will be monitored (when necessary)
4. Both the victim/s and the perpetrator/s will be monitored for 2 weeks by class teacher
5. Minutes of meetings are uploaded on SIMS or Trackit Lights

Staff should investigate any concerns regarding bullying thoroughly. Staff to ensure details are clear when bringing any serious concerns to SLT.

Staff can help pupils to find strategies for dealing with emotions that arise and for avoiding the circumstances that lead to the problem.

PSHE can be used to help the whole class to manage their emotions.

Staff will listen to children when they tell us there is a problem and help children to sort the problem out.

THE ORDINARY VIGOROUS PLAY / GIVE AND TAKE, IS NOT BULLYING. CHILDREN SHOULD BE TAUGHT HOW TO MANAGE SOCIAL INTERACTION AND AVOID CONFRONTATION THROUGH MODELLING, DISCUSSION, DRAMA, MUSIC, CIRCLE TIME AND ASSEMBLIES.

PROCEDURE WHEN DEALING WITH WEAPONS

If it is safe, confiscate the weapon and if possible in the presence of a witness. The Headteacher must be informed as soon as possible. Depending on the level of seriousness, the Headteacher will inform the parents and the police, if necessary. Injuries to be managed according to the LA Health and Safety procedures.

Positive Handling

Positive handling (reasonable force) will only be used when necessary for the safety of the child, pupils, and staff in the school.

Staff will have been made aware of any significant pupils e.g., those on SEN/Child Protection Plans and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of positive handling is appropriate, then they should always:

- Give a warning to the pupil that restraint may have to be used
- Suggest how the child is to be handled, ensuring that no form of positive handling is used that could constrict breathing
- Appropriate means are passive physical contact from standing between pupils or blocking a child's path, leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform
- Try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance

Examples of situations that particularly call for judgments of this kind include:

A child attacks a member of staff or other child; children are fighting, causing risk or injury to themselves or others; a child is causing or on the verge of committing deliberate damage to property; a child is causing or is at risk of causing injury or damage by rough play or use of an object; a child absconds from a class or leaves school at an un-authorized time (this would mean that the child would be putting themselves in danger); a child persistently refuses to follow an instruction to leave a classroom; a child is behaving in a way that seriously disrupts a lesson; a school event or school visit.

In these examples use of positive handling would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way.

Account must be taken of the nature of the child and their age and understanding of the situation.

Any situation resulting in the use of positive handling, must be referred to the Assistant Headteachers who will immediately ensure that parents are informed of the situation.

RECORD KEEPING

At Lordship Lane we use an online system called Trackit Lights to track and record the behaviour of our pupils. If needed, we may invite parents in for a meeting to discuss behaviours seen and to plan for any adjustments or interventions that may be needed to support an individual pupil.

Whenever pupils are experiencing difficulties managing their own behaviour or with their learning, we will seek to support them by involving our Pastoral Team, who may refer them to other agencies with the full consultation of parents/carers.

SUCCESS CRITERIA

Staff and children are safe in school.

School is orderly because children are responsible for their own behaviour, understand what is expected of them and are in agreement with our aims.

Standards will rise because children will be on task and able to learn.

RESPONSIBILITIES

All staff and children are responsible for their own good behaviour.

All staff should remind children of their responsibility to follow rules and instructions.

Teachers are responsible for maintaining good behaviour in class.

Teachers should empower and help Support Staff in behaviour management.

The Assistant Headteachers are responsible for supporting all staff in managing behaviour and in ensuring that children understand that good behaviour is expected and that all staff are empowered to support the policy.

Governors will be informed of any suspensions, exclusions or serious behaviour incidents with these being discussed at Full Governing Body meetings.

TRAINING

All new staff should have induction into the way behaviour is managed in the school.

Members of staff need support in managing poor behaviour and they need access to good resources so that children can be safely and properly occupied during their time in school.

SUSPENSIONS

Suspension may be considered for constant disruption to other children's learning if all other possible alternatives have been tried and failed.

Suspension is always a last resort. Other sanctions are employed before resorting to exclusion from education at school.

However, there are occasions when it is used in the first instance:

- Children can be suspended from school when there is a serious breach of health and safety. It could be that the child is beyond control and no longer safe, or that the child is a danger to other children and staff.

- Short-term suspensions of one day up to 15 days can be used at the discretion of the Headteacher. On the whole, the following guidelines are considered:
 - Persistent failure to comply with school's Behaviour Policy

- Persistent bullying towards a child or children
- Non-accidental contact with any member of staff
- Aggressive or violent behaviour
- Constant disruption to other children's learning
- Leaving class without permission, leaving the site
- Significant damage to, or destruction of, school property
- In all cases, the Local Authority procedures and Government guidance will be followed.

PERMANENT EXCLUSIONS

As stated above, persistent failure to respond to fixed term suspensions could result in permanent exclusion from the school.

A permanent exclusion may also be considered as the result of a one-of incident such as:

- Serious actual or threatened violence against another pupil or individual on site
- Serious damage to school property
- Any violence towards a member of staff 15
- Carrying or using an offensive weapon
- Persistent bullying
- Where the health and safety of self or others is at risk