

Lytham C of E Primary School



Behaviour Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

Policy Statement:

Lytham Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of our behaviour for learning culture.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and be respectful to all. Our behaviour policy encourages everyone to take responsibility for their own behaviours. It embraces our Christian values with an emphasis on respectful behaviour.

Aims of the Policy

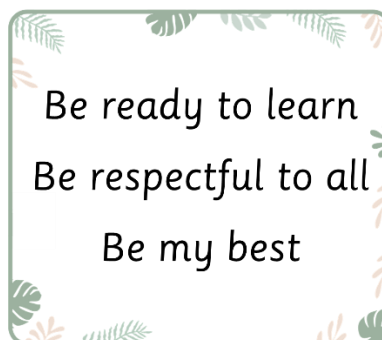
- To ensure that all members of the school community feel respected, safe and treated fairly.
- To encourage relationships between all members of the school community that facilitate effective learning
- To provide an environment and curriculum that supports social, emotional and mental health needs of the whole school community.
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To communicate with parents effectively where significant positive or negative intervention has taken place.
- To provide support and relevant training to staff ensuring that there is a consistent approach to positive behaviour management across the school.
- To ensure that children, staff, governors and parents are fully aware of the expected behaviour of children both in lessons and around the school.
- To allow all members of the school community to flourish.
- To create a culture of good behaviour in all areas of school life

- To promote a school ethos that promotes strong and mutually respectful relationships between staff, children, parents and carers.
- To help learners take responsibility for their behaviour and be responsible for the consequences of it.
- To build a school community that values kindness, respect, honesty, understanding and empathy for others.
- To promote community cohesion through sustained positive relationships.
- To ensure that good behaviour following our three Bs (Be ready to learn, Be respectful to all and Be my best) is a minimum expectation for all.

Purpose of the Policy:

To provide simple, practical procedures for staff and pupils that:

- Recognise and positively reinforce behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through the use of a consistent approach and opportunities to reflect, restore and reset.



ROLES & RESPONSIBILITIES The head teacher is responsible for:

- The monitoring and implementation of this policy (including the whole school approach to mental health) and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Social Emotional Mental Health (SEMH) -related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and expectations and any sanctions.
- The day-to-day implementation of this policy.

- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Inducting new staff and volunteers in the implementation of this policy

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SLT and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning and scaffolding lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Addressing low level disruption and taking proportionate action to sustain acceptable standards of behaviour.
- Promoting positive relationships with all families in order to develop a sense of community and allow for families to feel welcomed in the school environment
- Escalating to senior members of staff when further support is needed.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of own behaviour and expectations of others.
- Being aware of the signs of dysregulation potentially leading to behavioural difficulties.
- Setting high expectations for every pupil.
- Communicating the needs of pupils with SLT.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SLT up-to-date with any changes in behaviour.
- **Positive staff-pupil relationships:** Positive staff-pupil relationships are key to supporting unacceptable behaviour. Positive relationships are central, based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Governors

The Governing Body has responsibility for the school's range of policies. The Headteacher reports to the school governors about the curriculum and policies relating to each subject area, as well as policies relating to the wider school. The head teacher has the day-to-day authority to implement the school behaviour and discipline policy and procedures, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

The governing body is responsible for:

Reviewing and approving the written statement of behaviour principles.

Reviewing this behaviour policy in conjunction with the headteacher.

Monitoring the policy's effectiveness.

Holding the headteacher to account for its implementation.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

STAFF INDUCTION, DEVELOPMENT & SUPPORT SECTION

- All new staff and volunteers will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be supported consistently.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications where possible.
- The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. We follow an approach that aims to reduce and manage conflict and build a positive school ethos. In line with the approach, we agree on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- We use a calm stance in a conflict situation

THE ROLE OF THE ADULT Consistently, Positively and Pro-actively.
In line with our positive school ethos approach, we take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural or regulation challenges need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
All staff, every day
Refer to 'Be ready to learn, Be respectful to all and Be my best'
Model expectations – always greet the children at the beginning of the school day and treat all members of the school community with respect
Promote good choices and encourage exemplary behaviour
Reiterate what is expected and what exemplary behaviour looks like
Separate the child from the behaviour and ensuring the child knows that it is the behaviour which has fallen short of expectations and not them
Actively and explicitly teach routines in the understanding that behavioural and regulation problems can arise due to the lack of a consistent routines , eg transitions, inconsistent expectations from staff
Senior Leaders
Be a visible presence at the beginning/end of the day and in and around school throughout the day.
Celebrate incidents of exemplary behaviour by celebrating with the child and issuing exemplary certificates along with the raffle ticket for the Friday draw.
Check in with children who have been raised as concerns during monitoring to address any reasons for dysregulation or challenging behaviours
Support staff with more complex/persistent behaviours including meeting with families
Monitor reporting and recording systems using CPOMs

Support beyond the classroom

Class Teachers to lead Reflect, Restore and Reset.
Coastal Collective to support within school through nurture sessions
Senior leadership support through monitoring of behaviour
Support through external agencies as appropriate, signposted by SENDCo

Consistency

All staff

1. Meet and greet children and families in the morning to encourage a sense of feeling valued as a member of the school community.
2. Refer to.... 'Be ready to learn, Be respectful to all, Be my best '
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use the Behaviour Beanstalk consistently and calmly as appropriate throughout the day.
8. Take a proactive and calm approach at all times in all areas of school.

Proactive Behaviour Management

Senior leaders will support and guide staff to provide a consistent approach to proactive behaviour management.

- Meet and greet learners and families at the beginning of the day
- Be a visible presence around the site

Senior Leaders will:

- Regularly share good practice
- Support teachers in managing learners with more complex or persistent undesirable behaviours including the settings up of charts, speaking with parents etc.

We recognise and reward pupils who demonstrate 'Exemplary Behaviour'. Our behaviour beanstalk celebrates children who demonstrate excellent behaviour and demonstrate behaviour of an exemplary standard. Children who show exemplary behaviour, visit the Headteacher to place a ticket in the 'Exemplary' box which is then drawn during Celebration Worship on a Friday. Each child is given an Exemplary behaviour sticker and awarded five house points.

Children who demonstrate excellent behaviour are awarded three house points.

School level

- Star of the Week and Parable of the Talent Certificates are awarded in Celebration Worship each Friday
- Christian Values Superstars chosen weekly
- Recognition on our newsletter
- Dojo messages sent home to parents.

Classroom level

- Regular verbal and non-verbal feedback to reinforce positive behaviour.
- Communicating praise to parents
- Reference to good role models
- Positions of responsibility
- Praise
- Stickers
- House points
- Star of the week and Parable of the Talent Award (linked to school priorities)
- Opportunity to show good work to another member of staff.

Behaviour Beanstalk

All children begin each session (EYFS & KS1) or each morning/afternoon (KS2) on the expected behaviour section of the beanstalk to demonstrate that they are following the Three Bs.

The purpose of the beanstalk is a visual reinforcement to all pupils of the expectations. Children's names can be moved up to the first level, 'recognition excellent branch' where acknowledgement of good behaviour can be recognised. These could be linked to a learning behaviour of the day, eg 'I can put my hand up', or 'I can work independently'. Children who move to this stage are awarded three house points for their house.

Children's names can be moved up to the top branch of exemplary behaviour at which time they will be allowed to visit Miss Davies to put their name in the draw for the Friday raffle and also be rewarded with an Exemplary Certificate to take home. To encourage the sense of working towards team goals, they will also be awarded five house points for their house.

1) If a child is struggling to adhere to the class expectations they will be given a Reminder – Verbal reminders of the expectations 'Be ready, Be respectful, Be my best'. Repeat reminders if necessary.

2) Reflection Time – If use of reminders has not impacted positively on behaviour, the child will be moved to 'Thinking Time' and asked to reflect and change their behaviour. Staff will make the learner aware of their behaviour and clearly outline the consequences if they continue.

Children will be given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using restorative approach and questioning. If appropriate, a staff member will talk the incident through with the child so that they understand how they can 'put things right'

It is essential that children are allowed to start each day with 'a clean slate' and all staff know and promote this. This restores the working relationship between staff and the child and places the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous day should have been dealt with at that time and should not be allowed to affect the following day. However this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a child has been given an ongoing sanction due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

3) Missing five minutes (EYFS & KS1) and ten minutes (KS2) of playtime – If a child continues to demonstrate inappropriate behaviour choices they will miss part of their playtime in the Reflection zone. This is then recorded on CPOMs and Parents/Carers will be informed by the class teacher.

4) Missing all of playtime (15 minutes) - At this point the learner is asked to spend their whole playtime in the reflection zone. This is then recorded on CPOMs and Parents/Carers will be informed by the class teacher.

5) If a child is involved in more severe behaviour, they will move to the bottom of the beanstalk and be sent to a member of SLT.

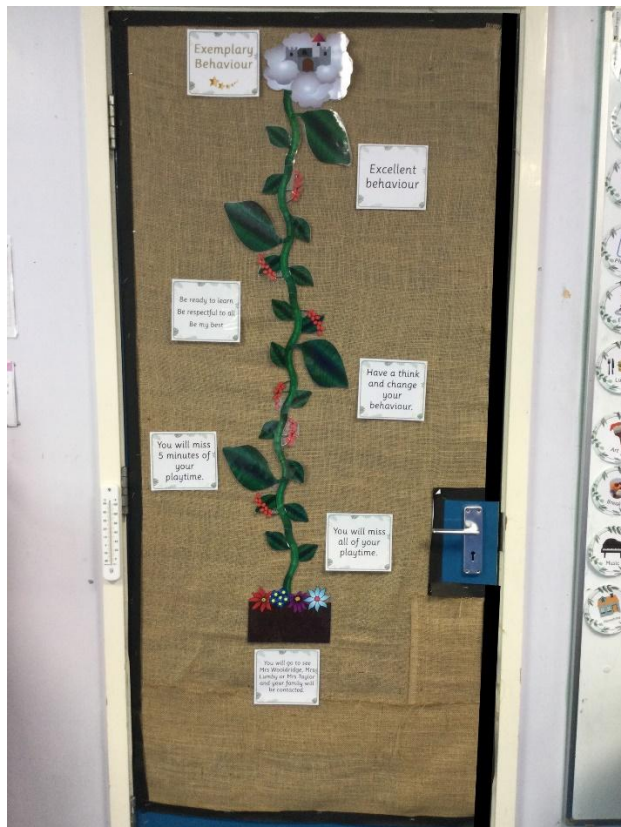
Severe behaviour may include:

- Swearing aimed towards another person
- Intentional physical violence
- Racist behaviour
- Stealing
- Vandalism
- Disrespectful to people's differences

All severe behaviours must be reported to a member of SLT and added to CPOMS. An entry must be completed as soon as possible after the incident occurred. If a child exhibits any of the severe behaviours, they will be sent straight to the Headteacher or Deputy Headteacher who will contact their parents/ carers to explain the situation and to discuss strategies to support the child and their behaviour choices.

Following good behaviour, a child can be moved back up the beanstalk in the same manner that they would be moved down. However, consequences for moving down would remain.

6) Formal Meeting - A meeting with the pupil, teacher and member of SLT will be held if the behaviour is repeated or an incident of severe behaviour, with outcomes and targets recorded on CPOMs.



Secondary level Support

We are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support. In school provision includes: Teachers and Teaching Assistants

Outside agencies: Wellbeing and Early Help Prevention Service Child counsellor/Therapeutic services, Specialist SEND teachers, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), services through Coastal Collective such as Lego Therapy and ELSA.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Fixed Term Exclusions

Lytham Church of England Primary School believes that, in general, exclusions should be used as a last resort. In order for all children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Lytham Church of England Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Children with Social, Emotional and Mental Health Problems

Children who exhibit social, emotional and behavioural problems may need to have a separate behavioural support programme put in place (Positive Behaviour Plan). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT/ will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from specialist teachers, family and children wellbeing services, and/or Educational psychology input.

Behaviour outside school

Children are taught through PHSE and our school values, how to behave in and respect the local community. Pupils' behaviour outside the school on school business – for example on school trips, away from school sports fixtures etc is subject to a school's Behaviour Policy and should be dealt with as if it had taken place in school.

Outside of school hours and off the school premises (evenings, weekends and school holidays), children's behaviour is the responsibility of parents. However, if any behaviours (including cyberbullying or online abuse) bring the school into disrepute, pose a threat to another person or are likely to impact the behaviour management of the school, action may be taken following the school's Behaviour Policy.

Child-on-Child abuse

Child on Child Abuse is defined as a serious form of abuse between persons of a similar age and as such has wider safeguarding implications.

Lytham Church of England Primary School recognises that children are vulnerable and capable of abusing other children. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of 'banter' or 'growing up'.

Child on child abuse and harmful sexual behaviour can occur between two children of any age and sex or a group of children sexually harming a single child or group of children.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

As set out in Part one of Keeping Children Safe in Education 2026 (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously and be supported. This process will be continually reviewed by the DSL / SLT.

Lytham Church of England Primary School's Safeguarding Team will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Approach to sexual harassment and sexual violence

- We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to our child protection and safeguarding policy for more information

Training

Lytham Church of England Primary School is committed to ensuring that high-quality training on all aspects of behaviour management is provided to support the implementation of this policy. This may include training on our systems and procedures or more bespoke training delivered by an external agency. New staff will receive training on our Behaviour systems as part of their Induction process.

Signed: Miss Hannah Davies

Date: August 2026

Review Date: September 2027

Agreed by the Governors: September 2026