



LOCKWOOD PRIMARY SCHOOL

'A happy place to learn'

BEHAVIOUR POLICY

1 PURPOSE

- 1.1** The purpose of this policy is to ensure that all member of the school community know and understand the school's expectations, procedures and practice around the behaviour of its pupils. This policy will outline how we support children to make good behaviour choices and what happens if this is not the case. Successful implementation of this policy will make our school a happier, safer place and as a result will enhance learning

2 SCHOOL ETHOS

- 2.1** We work hard to ensure that Lockwood Primary School is 'a happy place to learn'. We want children to enjoy coming to school and to recognise the value of the learning that happens here. Being happy and learning are the two driving forces behind all that we do here.
- 2.2** School should be a happy place where children want to come and enjoy the many different experiences, interactions and events that make up each day. Happy children are more open to learning new things, more likely to grasp new opportunities and more likely to spread that happiness to others. For children to be happy at school, the behaviour of the children needs to be good.
- 2.3** Each child at Lockwood Primary needs to learn and understand the importance of being happy. Growing up with a positive outlook on life and the challenges it may bring will help them take control of their own mental health and wellbeing, and equally as importantly, help to show how they can influence others in similar way.
- 2.4** We will work closely with our families to ensure that children enjoy coming to school; that they see the environment as a safe and happy place and that the adults who share it with them are there to support and guide them. As a small school, our staff know the children and their backgrounds very well. Teachers work very closely with each other and know that every child in school is their responsibility.
- 2.5** We work hard to create a calm, welcoming and friendly environment where behaviour is good, relationships are strong and any problems are identified and solved quickly. Pupils know their responsibilities for behaving well, being kind, telling the truth and supporting each other.
- 2.6** We celebrate the success of our pupils together as a school. We provide opportunities to show our different talents and personalities and we work hard to help children take responsibility for their own mental health.
- 2.7** We believe that good behaviour choices are not automatically learned but need to be taught modelled and reinforced by all members of our school community
We also believe that a child making poor behaviour choices can change and all children can be supported to manage their behaviour more effectively.
- 2.8** We want each child to develop responsibility for the way they behave and to learn that their behaviour choices can affect others in both a positive (happy) and a negative (unhappy) way. Children behave well within a classroom environment that has clear expectations and procedures, where the curriculum is well designed and matched carefully to the ability of each child and where all contributions from children are valued.
- 2.9** The school rewards good or improved behaviour choices and we aims to promote these rather than simply deter poor ones.

3 WHAT WE EXPECT CHILDREN TO DO

- 3.1**
- We expect children to show good listening behaviours.
 - We expect children to try their best and trust their teachers
 - We expect children to demonstrate good manners.
 - We expect children to address all members of the school community appropriately.
 - We expect children to act in a way that does not impact on others in a negative way.
 - We expect children to tell the truth
- 3.2** The school's expectations, rules and behaviour policy apply to any and all times when the children are engaged in 'school business'. This includes activities before and after the normal school day and in locations other than the school site.

4 CHILD ON CHILD ABUSE INCLUDING BULLYING

- 4.1** The school does not tolerate child on child abuse of any kind. More details of the school's approach to incidents of bullying can be found in our Anti-Bullying Policy.

5 RULES

- 5.1** School rules are kept to a minimum. They have been developed to be meaningful to and understood by the children. They are all designed to encourage good behaviour choices, to protect children from injury, to show respect for others and to maintain a happy school.
- 5.2** Classes will be encouraged to develop their own set of rules in September each year as a 'class charter'.
- 5.3** Children will be taught the school rules and these will be reinforced in class, in assemblies and through the use of posters and signs.
- 5.4** The school rules will be reviewed regularly and adapted if needed.

6 REWARDS

- 6.1** Children making good or improved behaviour choices will be recognised and rewarded.
- Praise has a reinforcing and motivational role. It helps children know they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

6.2 Aspire Awards

- 6.2.1** Lockwood Primary School's reward system is called the Aspire Awards
- 6.2.2** Children earn a single reward point for any examples of behaviour or work that a member of staff thinks deserves recognition. The system uses a single reward point to ensure fairness between awards given by different staff. Multiple awards are not used therefore aspire points become more valued.
- 6.2.3** The pupils will collect their rewards as an individual record, with recognition given for every 25 points earned. The system works on the basis that pupils may receive a single reward point per day on average – although there is nothing to stop repeated awards being made on a single day. It is anticipated that ten certificates will be sufficient for the vast majority of pupils for the year.
- 6.2.4** How it works:
- Any member of staff can give an individual reward point to a pupil including lunchtime supervisors
 - Children will record their points on a record sheet.
 - When 25 points have been collected, the certificate will be presented to the pupil in an assembly to take home
 - Each certificate will have a design based around an inspirational role model including facts about their lives and achievements, quotes and qualities

- The order of the certificates will be the same across school to show children progressing through the system although they won't be numbered
- Specific focus or themes (good manners, appropriate play) can be used within the reward system, either class or whole school initiated.
- Any other rewards used by teachers in school must be linked to the whole school system (e.g. a daily raffle for children receiving a reward point, star of the day)
- Reward points can only be earned, not taken away
- The system will allow flexibility for intervention in specific classes (e.g. SLT may challenge a class to improve their playtime behaviour with a class reward achieved if successful)
- Lunchtime supervisors, members of SLT and other staff not classroom based will give a token to indicate a reward point which can be taken to class and recorded on the record sheet.

6.2.5 Inspirational Role Models

6.2.6 The Role models will be a diverse selection across a range of achievements, historical periods, and nationalities and will include local people. These can be nominated by staff, pupils, the school or Eco Councils or by other members of our school community. Information on the role models will be presented in assemblies.

6.2.7 Nursery

6.2.8 Understanding and managing the Aspire Awards system for our very youngest children is difficult. Staff in nursery will use praise, stickers, certificates and prizes to promote good behaviour choices.

6.3 Other Rewards

6.4 There may be additional certificates presented to children for academic progress in reading, spelling, maths etc and a weekly Headteacher's Award for one pupil in each year group.

7 CONSEQUENCES

7.1 We recognise that children sometimes make poor behaviour choices. While our emphasis will always be on rewarding good or improved choices, there are a number of consequences for children who choose to break school rules, are rude or unkind, damage property, disrespect others or fail to modify behaviour when they are warned, asked or instructed to do so.

7.2 The school employs a number of consequences for poor behaviour choices. If poor choices are made, pupils learn from experience to expect fair and consistently applied consequences which differentiate between minor reprimands for low level behaviour choices to more stringent action for repeated or more serious offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and need.

7.3 Whenever a pupil is talked to about poor behaviour choices it is always the behaviour that is the issue and never the child – discussions should centre around the choices the pupil made and the alternative course of action that they could have taken.

7.4 Warnings

7.5 Wherever possible, children should always be warned about the choices they are/have made and given an opportunity to make an alternative 'good' choice. It should also be made clear what the consequences of continuing to make poor choices will be. Praise should be given for those pupils who take action to address their previous poor behaviour choices.

7.6 Consequences for poor behaviour choices

7.7 Teachers have a range of consequences which can be applied when children are making poor behaviour choices

7.8 In class consequences include:

- Moving to another seat, possibly on their own to continue their work
- A short time-out within the classroom to reflect on their behaviour

- Working at the teacher's desk/table

7.9 Consequences for more serious or repeated poor behaviour choices include:

- Being sent to another classroom to complete their work
- Being sent to the Headteacher or Deputy Headteacher to complete their work
- Missing part or all of breaktime
- Missing part or all of lunchtime
- A period of internal exclusion where the child works in isolation from their normal class for a period of time
- The introduction of a behaviour plan

7.10 Behaviour Plans

7.11 Where the school have concerns about the repetition or seriousness of a child's behaviour choices, they may choose to introduce a behaviour plan for that child. A behaviour plan is a formal agreement between the school, the child and their parents or carers which aims to develop improved behaviour choices over time. A behaviour plan will include a pen-portrait of the child, details about the type, frequency and cause of their poor behaviour choices, the types of behaviour choices that the school wish to see, details of the support available to bring about this change and details of the rewards for doing so. A behaviour plan will also include information about the next steps should a positive change in behaviour is not forthcoming.

7.12 Consequences for the most serious or consistent poor behaviour choices include:

- Withdrawal of offer of non-curriculum related opportunities such as afterschool clubs
- A period of daily behaviour reporting to parents
- Fixed-term suspension from school
- Permanent exclusion from school

7.13 SUSPENSIONS & EXCLUSIONS FROM SCHOOL

7.13.1 The suspension or exclusion of a child from school must follow a statutory process. When considering the suspension or exclusion of a pupil from school, the Headteacher and Governors will be guided by the following publications:

7.13.2 *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – Department for Education, August 2024*

7.13.3 *Behaviour in Schools Advice for headteachers and school staff – Department for Education, February 2024*

7.13.4 The school will also fulfil its duty in notifying and working with Redcar & Cleveland Council's Inclusion Team.

www.redcar-cleveland.gov.uk/schools-and-education/exclusions

7.13.5 The Department for Education also provides a guide for parents on school behaviour and exclusion:

A guide for parents on school behaviour and exclusion, Department for Education, May 2023

8 WORKING WITH PARENTS AND CARERS

8.1 At Lockwood Primary School, we work in partnership with parents and carers to ensure that expectations are clear. This includes ensuring that parents and carers are kept informed about decisions made in response to a child's behaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear. Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success.

9 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABLED PUPILS

- 9.1** The school must take account of any special educational needs when considering action taken in response to poor behaviour choices. The Headteacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

10 EQUAL OPPORTUNITIES

- 10.1** The Governing Board recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Newcomen school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

11 SHOUTING

- 11.1** Shouting should not be used as a classroom management technique. Children are more likely to listen if they are spoken to in quiet, firm voice with clear instruction.
- 11.2** However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. Adults need to always speak politely to children.
- 11.3** Inappropriate language should never be used when speaking to children.

12 BEHAVIOUR AT PLAY AND LUNCHTIMES

- 12.1** Children will be supervised in the hall and on the playground/field during playtime and lunchtimes.
- 12.2** Supervising staff should use a whistle to indicate to the children when to stop, stand still and listen for instructions.
- 12.3** In the case of poor weather, children will remain in their classrooms and undertake 'wet-play' activities. Staff on duty should ensure that effective supervision is provided relative to the age of the children. This may necessitate moving children into a single classroom or into the hall.
- 12.4** Supervising staff have a range of consequences which can be applied when children are making poor behaviour choices at play and lunchtime, these include:
- Timeout taken on a bench or seat, away from the other children
 - Accompanying a member of staff for a short period of time
 - Removal from games, equipment or specific areas of the playground for the remainder of the play or lunchtime
 - Removal from games, equipment or specific areas of the playground for the following play or lunchtime
 - Timeout with member of the teaching staff or senior leadership team
- 12.5** Records of incidents of poor behaviour should always be passed to the child's class teacher by the supervising staff as the children line up to return to class.
- 12.6** For serious or repeated incidents at lunchtime, the Headteacher may consider a fixed term exclusion of the child over the lunch period. This would mean the child would have to be collected and taken home for lunch before returning for the afternoon registration.

13 RECORDING INCIDENTS OF POOR BEHAVIOUR CHOICES

- 13.1** If a child makes poor behaviour choices in class, this behaviour policy must be followed and consequences should be introduced. Where the class teacher considers it appropriate, the Headteacher or Deputy Headteacher should be informed where behaviour is not acceptable. Staff.
- 13.2** Staff should record incidents of poor behaviour on CPOMS where:
- The incident is considered serious and the consequence involved more than just a warning

- The incident results in harm to another child or damage to equipment or property
- It is a repeated incident
- The incident is out of character for that child
- The child or family has other agencies working with them such as Social Care
- The child is on the school's vulnerable list of pupils
- The incident involved speaking inappropriately to an adult
- The incident was of a racist, sexist or homophobic nature
- The incident was an indication of child on child abuse
- The incident involved behaviours online

14 PUPIL SUPPORT

- 14.1** We want all our children to achieve well in a happy, safe environment. Where the behaviour choices being made inhibit or prevent this a child may face consequences for their actions. However it is important that children are supported to understand the implications of their choices, what alternative course of action could have been taken and to regulate and control their feelings in future. Children at Lockwood Primary School will never be labelled as 'naughty' or 'trouble' and any discussions will focus on the choice being made rather than the person making it.
- 14.2** Where staff have concerns over a child's behaviour choices, over and above a normal classroom exuberance or falling out with friends, the following support is available:
- Exposure to a comprehensive PSHE curriculum which includes units on self-regulation and listening, building relationships and managing myself
 - Additional bespoke PSHE lessons delivered in one to one or small group sessions
 - Informal support meetings with the child's chosen member of staff to discuss their choices
 - An informal behaviour 'plan' to remind children of alternative actions and coping strategies
 - Access to the HeadStarters club at break and lunchtimes
 - Formal behaviour plans
 - Discussion/referral to the SENDCO
 - Referral through the Getting Help programme to The Link who deliver a range of therapeutic interventions to achieve sustainable, positive mental health and emotional resilience.
 - Referral to other outside agencies including Redcar and Cleveland's Behaviour Support Service

15 REASONABLE FORCE AND OTHER RESTRICTIVE INTERVENTIONS

- 15.1** Here at Lockwood we encourage pupils to make good behaviour choices. The school believes that good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that most pupils in our school respond positively to the behaviour management of staff. This ensures the safety and well-being of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to act in a situation that requires some form of physical intervention.
- 15.2** In choosing to use reasonable force or other restrictive interventions, the school will follow the most up to date guidance from the Department of Education which came into effect in September 2025:
- Use of reasonable force and other restrictive interventions in schools – DfE, February 2025
- 15.3** When deciding when to use reasonable force and/or other restrictive interventions staff must use their professional judgement with due regard to:
1. Is it necessary?
 2. Is it proportionate?
 3. Has the child's welfare been considered?

- 15.4** All incidents where reasonable force and/or other restrictive interventions will be recorded and reported in accordance with the above guidance. This data will be presented to the Governing Body for analysis and interrogation

16 STAFF INDUCTION, DEVELOPMENT AND SUPPORT

- 16.1** All new staff will be made familiar with this, and other appropriate policies as well as any school rules and procedures when they begin work at Lockwood Primary School. New staff will also be supported by a named member of the senior leadership team to ensure behaviour standards are high and that rewards and consequences are applied appropriately.
- 16.2** Continuous Professional Development (CPD) will be provided for staff to ensure that standards of behaviour remain high and that disruption to learning is kept to an absolute minimum. This will include regular reinforcement of the school's policy, procedures and expectations and more targeted CPD which the Headteacher believes is needed. Any behaviour trends will be noted from scrutiny of the schools CPOMS system.
- 16.3** In the rare instances where a child demonstrates extreme or violent behaviour, the staff involved will be offered appropriate support to minimise its impact upon them.

17 PUPIL TRANSITION

- 17.1** The Headteacher, senior leaders and teaching staff will ensure that behaviour expectations are consistent across all year groups, appropriate to the age of the children. Staff will share common vocabulary when talking to the children about behaviour and all staff will take appropriate action wherever and whenever poor behaviour choices are witnessed, regardless of whether the child is in their class.
- 17.2** When moving between year groups, pupils will receive clear instruction on behaviour expectations, rewards and sanction. Teachers will work with their pupils to develop class rules or charters that supplement whole school rules.
- 17.3** When a consequence has been applied, teaching staff will ensure that the child is supported back into their normal classroom routine with a 'fresh start' approach. Children will be reminded of the reasons for the consequence and the alternative choices that could have prevented it then the children will be supported to catch up on any work missed.
- 17.4** Where a child has been removed from their normal classroom routine for a more significant period of time, for example through a suspension or internal exclusion, they will be supported to rejoin their class. This may take the form of a phased return, a behaviour plan or a reintegration meeting.

18 BANNED ITEMS

- 18.1** Children are banned from bringing the following items into school. Where a member of staff believes that any of these items are present in the school, a search can be made for them.
- weapons
 - alcohol
 - illegal drugs
 - stolen goods
 - tobacco products including vapes and ecigarettes
 - pornographic images
 - fireworks
 - mobile phones (unless agreed in advance with Headteacher)
 - Electronic devices such as laser pointers, smart watches, tablets, mp3 players etc.
 - Any item that is age restricted such as DVDs, video games etc
 - anything that has been, or is likely to be, used to cause injury or commit an offence

19 MOBILE PHONES

19.1 Mobile phones are not allowed to be brought into Lockwood Primary by pupils. However, as children become more independent, begin walking home alone or and transient between family homes, we recognise there is a benefit to children having their phone when they finish school. In such cases, parents can ask for their child's phone to be kept in school during the day. In these cases:

- Parents must complete a form indemnifying the school from any damage caused to the device
- The phone must be turned off
- The phone must be handed into the school office before the child lines up to go into school
- The pupil must not use the phone anywhere on the school site without supervision from a member of staff, this includes any areas outside of the building

20 THE ROLE OF THE HEAD TEACHER

20.1 It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

20.2 The Head teacher keeps records of all reported serious incidents of misbehaviour.

20.3 The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Governors are notified if this needs to happen. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. This would be in consultation with school governors.

21 THE ROLE OF SCHOOL STAFF

21.1 School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement. They will record incidents on CPOMs immediately and report directly to the Head Teacher, Deputy Headteacher or senior leader if appropriate. It is essential that all staff fulfil their duty as set out in part 1 of Keeping Children Safe in Education (KCSIE) to provide a safe environment in which pupils can learn.

22 THE ROLE OF PARENTS/CARERS

22.1 Managing behaviour in school is more likely to be effective if a school can work with parents as genuine partners in the education of their child. It is important that children receive consistent messages about how to behave at home and school. We inform parents if we have concerns about their child's welfare or behaviour.

22.2 We expect parents to:

- To be aware of and respect the school rules and expectations;
- To support staff in the implementation of the behaviour policy
- To foster good relationships with the school and inform the school if there is any reason to expect a change in their child's behaviour
- To make their child aware of appropriate behaviour at all times
- To show an interest in all that their child does in school
- To encourage their child's independence and self-discipline
- To attend parents' evenings to discuss their child's progress, effort and attitude
- To raise any concerns about the way that their child has been treated with class teacher in the first instance. If the concern remains, they should contact the Head teacher.
- To treat all school staff with respect at all times and model this behaviour to their children

23 THE ROLE OF THE GOVERNING BODY

23.1 The governing body has the responsibility of approving the Behaviour policy and other associated policies and of reviewing their effectiveness.

23.2 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; ensuring no child is treated unfairly.

23.3 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but the Governing Board may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governing Body has specific duties in the suspension and exclusion of pupils from school, outlined in the DfE guidance in section 7.13

23.4 The Governing Body will regularly review and interrogate data on reasonable force and other restrictive interventions

24 SAFEGUARDING AND STATUTORY DUTIES

24.1 This policy is aligned with our duties under Keeping Children Safe in Education (KCSIE). Where behaviour gives rise to concern for a pupil's safety or wellbeing, the Designated Safeguarding Lead (DSL) will be informed and an appropriate safeguarding response will be triggered. Lockwood Primary is committed to ensuring that all children are supported to succeed, that behaviour is managed consistently and fairly, and that strong relationships underpin all aspects of school life.

25 MONITORING AND REVIEW

25.1 The Head teacher monitors the effectiveness of this policy on a regular basis.

25.2 The Head teacher will review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

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