



Lawns Park Primary School

Lawns Park: Learning **Positivity**, Learning **Perseverance**,
Learning **Patience**, Learning **Politeness**.

Behaviour Policy

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Review September 2025

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1. At Lawns Park we aim to

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline the expected learning and compliance behaviours.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

The Lawns Park policy is based upon 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

3. Definitions

Positive behaviour

The Lawns Park ethos is to encourage students to access their learning in a safe, nurturing and positive environment where all students and staff respect and care for each other. The basic principles of our approach and policy are very much in line with the Webster Stratton ethos of positive behaviour management.

Positive Relationships

At Lawns Park, we are committed to developing positive relationships across the school; this will promote positive behaviours for each individual.

Positive relationships between pupils and staff are vital in the promotion of good behaviour. When our children feel valued their behaviour will reflect this. All staff in school will be expected to use a range of strategies to build positive and nurturing relationships with pupils. Time will be given within the weekly timetable for the development of mutually trusting relationships between staff and children. Lawns Park children have a voice and their beliefs will be taken seriously, with staff being proactive in assisting children to deal with worries, concerns and conflict in an appropriate way. Our PSHE curriculum places an emphasis on promoting relationships, keep ourselves safe physically and mentally, citizenship and economic wellbeing. The school is a Mindmate friendly school drawing upon their support and resources for professional development and on an individual need basis.

Proactive Strategies

It will be the responsibility of each staff member to be proactive in helping all children to learn, understand and demonstrate the positive behaviours required of them within the school. There are several proactive strategies that can be used; however, we will make sure that the following strategies are in place throughout the school.

-School Rules-

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-The 'Show Me 5' strategy- eyes looking, ears listening, lips locked, hands still, feet still

Where necessary the following proactive strategies may be drawn upon

- Seating plans.
- Individual Behaviour Plans.
- Distraction techniques.
- Positive praise.
- Ignoring the negatives.
- Specific resources.
- Pupil contracts/charters.
- Breaks.
- Split playtimes.
- Alternative playtime provision.
- Calm areas in the classroom.

Negative behaviours

Any behaviours that break our school rules are addressed and classed as negative behaviours. This includes purposefully choosing not to listen and comply to instructions, deliberate unsafe movement in and around school, purposeful damage to resources and the environment, unkind hands, words or feet and failure to do as you are asked despite proactive strategies to support modification of behaviour.

When children display negative behaviours we will use a hierarchical approach towards helping them to change those behaviours. Improving behaviour is something that we want all our learners, with support from all staff members, to take responsibility for. The approach we will use is one that encourages students to make good choices. Where possible, we will use strategies that divert attention from inappropriate behaviour in class and increase attention on positive behaviour.

Secondary behaviours

If we need to give a consequence and a child begins to develop further negative behaviours we will, in that moment and where appropriate, ignore these behaviours as they are secondary to the original behaviour. We will, however, address these behaviours later with that child individually and with the whole class at an appropriate time, where we may use role play or teach and demonstrate how to deal appropriately with a consequence being imposed for an unwanted behaviour. We may also set up a behaviour charter or an IBP for individuals. This will be determined on a case-by-case basis in consultation with the class teaching team and the inclusion team.

Serious negative behaviours

Serious negative behaviours will result in an **immediate** time out. Further consequence, such as isolation, may follow. Serious negative behaviours are listed below.

- Repeated breaches of the school rules.
- Assault.
- Any form of bullying including cyber bullying, prejudice based and discriminatory.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes.
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

- Possession of any banned items. These are:

- Matches
- Razors
- Laser pens

If a child is found to have any of the above items within their property or in their possession it will be recorded and managed in line with our safeguarding procedures.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. Roles and responsibilities

5.1 The governing board

The Welfare Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Welfare Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Welfare Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher, along with the inclusion and well-being lead, will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors and the local authority will be informed if the exclusion is permanent, is for more than five days or if a child misses an exam. In all other cases, Governors will be informed every term of the number of exclusions.

5.3 Staff

All Staff, including lunch staff and volunteers, are responsible for:

- Implementing the behaviour policy consistently in line with this policy.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents and any relevant actions or communication on CPOMS.

The inclusion team/senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and support any sanctions put in place by the school.
- Commit to the terms of our home school agreement, promoting a positive learning attitude.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher/Inclusion and wellbeing lead team promptly.
- Parents should discuss any concerns they have in terms of this policy by contacting a member of the Inclusion team or Headteacher.

6. School rules

The Lawns Park values are: **Positivity**, **Perseverance**, **Patience** and **Politeness**. The values are the basis for the behaviour and attitudes of our pupils, staff, governors and parents and were developed in conjunction with all our stakeholders. We champion the children to deliver a positive and polite environment in school where they demonstrate patience. And where these expectations prove challenging for individuals we promote perseverance in managing behaviours and conflict appropriately.

- At Lawns Park we listen.
- At Lawns Park we follow instructions first time, every time.
- At Lawns Park we use kind hands, kind feet and kind words.
- At Lawns Park we use walking feet and inside voices.
- At Lawns Park we show pride in ourselves, our work and surroundings.

7. Rewards and sanctions

At Lawns Park we expect our pupils, as members of the community, to learn and behave in line with behaviour policy both in and out of school.

Positive behaviour is recognised in the following ways.

- **Instant Praise.** Children will be recognised for demonstrating positive behaviours and following the school rules. These will be recognised through verbal and no-verbal praise, such as smiles and thumbs up. Staff may also choose to reward with stickers.
- **Track-it Points** This is a system for recognising individual success in demonstrating positive behaviours in and around school. Track It points can be awarded by any adult member of the school community. These points can be cashed in for a reward which will be small gifts or experiences.
- **House points** These are physical counters which can be awarded by any member of school staff and the school council leadership team for children who demonstrate the school values both in and around school. Children awarded counters will claim them in the colour of their own personal team and add them to a whole-school jar of counters. These points are totalled and will go towards the awarding of the Lawns Park Team Trophy at the end of the academic year to the team with the most counters.
- **Owl Points** These are class points, awarded for demonstrating positive behaviours when working as a team. Rewards for a set number of points at 100-point increments will be decided upon by the class community. This will be done in a fair and democratic way with children having a voice in suggesting and deciding upon the reward.
- **Star of the Week** An individual reward for a pupil in each class. This will be decided upon by the class teaching team and announced in assembly and on the school website. Children will receive a certificate and 10 Track It points.

- **Kindness Stars** An individual reward for a pupil in each class. This will be decided upon by the class teaching team for acts of kindness and announced in assembly through our school kindness ambassadors. Children will receive a gold star badge.
- **Half Term Recognition** An individual reward. Two members of each class will be selected by the class teaching team. They will receive a certificate. The child's parents/carers will be invited to the assembly to share in their success.
- **End of Year Recognition** In the final assembly of the academic year 2 pupils from each class They will be selected by the class team for outstanding contributions, exemplifying the school values over the year. Parents and carers will be invited to this assembly to share in their child's success.
- **Attendance** Attendance will be monitored by the admin team. Attendance per class is reported on the home page of our website. Individuals that maintain an attendance of above 96% will be awarded with an 'Attendance Champion' certificate and gold badge on a termly basis. We will also encourage positive attendance through use of spot prizes.
- **Marking and Feedback.** Staff, pupils and peers mark work and feedback is honest and productive.

Sanctions

Pupils and staff at Lawns Park Primary School have a right to come to school and be able to learn whilst at the same time being physically and emotionally safe. The school employs a number of sanctions to ensure a safe and positive learning and playing environment. We employ each sanction appropriately to each individual situation.

- **Warning, Warning, Time out.** If any child chooses not to follow the school rules they will be given one warning. If they repeat negative behaviours, despite support to modify their behaviour, they are given a further warning. The third, and final, warning results in time out. In KS1, this is five minutes thinking time followed with a further five minutes during break to catch up on missed learning. In KS2, time out is 2 missed breaks. Staff will try many other strategies to distract, re-direct and coach children to make the correct choices in between warnings. We want pupils to turn things around and make good choices themselves. Any child reaching timeout will have the sequence of events recorded on CPOMS.
- If a child verbally or physically intimidates or makes a threat it is immediate Time Out.
- If a child deliberately hurts another person, it is immediate Time Out.
- If a child uses inappropriate language, this is immediate Time Out.
- Intentional damage to property is an immediate Time Out.
- Spitting is an immediate Time Out.
- If a Time Out in KS1 occurs, a pupil will pay that time back during playtime. This is likely to be spent completing the learning task to the expected standard.
- In KS2, if a warning is given then this results in missing 5 minutes of the next play with work to be completed.
- In KS2, if a child gets two warnings they miss 10 mins of the next playtime with work to be completed.
- In KS2, if a child gets a Time Out then they miss the whole of the next play and any more playtimes that day. They will complete work during this time. If it occurs in an afternoon, it effects the play for the following day.
- During playtimes Time Outs are sent inside to the Hub; these are recorded on CPOMS by the member of staff in attendance in the hub.
- The safety of all children and staff is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher/ lead adult will stop activities. A child may need to be positively handled out of a classroom (Team Teach trained adults only). If this is not possible and the classroom is not safe, then the class must be removed to safety. Help will be requested from Headteacher, member of the inclusion and wellbeing team or Senior Leadership Team in such a situation. Any positive handling must be recorded on the appropriate form and in line with that child's Personal handling plan (PHP).
- Isolation on site and off site is part of our behaviour policy and this decision is made by the Headteacher or in the event of the Headteacher being unavailable, the Deputy Headteacher. This decision will be undertaken in conjunction with the inclusion and wellbeing lead. Parents will be informed in a face-to-face meeting before and after the isolation and by letter. This letter is recorded on CPOMS and will go to the high school at transition or to new schools in the event of in-year transfer. Any child who is awarded a timeout on three occasions over the course of a two-week period will receive an

in-school half-day isolation. Following the half-day isolation, if the child receives a further three timeouts during a two-week period then they will receive an in-school full day isolation.

- In the event of recurrence of unwanted behaviours, it may be necessary to put a behaviour contract in place in conjunction with parents. This will be shared with individuals, parents and carers and the teaching team for the child's year group.
- If a pupil repeatedly does not follow instructions outside at playtimes, they will have alternative playtimes inside with the inclusion team/senior leaders.

There is a matrix called: "A graduated response to behaviour management at Lawns Park" attached to this document that proposes the stages of intervention.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school 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.

Sanctions for sexual harassment and violence may include:

- Time out and missed playtimes.
- High levels of supervision.
- Alternative playtimes.
- Isolation on or off site.
- Face to face and written communication with parents.
- Pupil behaviour contracts.
- Informing safeguarding partners.
- In specific cases, exclusion.

The school has 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. This can be found on our website or through the school office.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating, enabling environment that encourages pupils to be independent and own their learning journey.
- Display the whole school rules.
- Display the class behaviour plan agreed by all members of the class. This plan will clearly describe the expected high standards of behaviour and the rewards that the class have decided upon. Progress towards the reward points will also be displayed.
- Worry box/ monster.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear and consistent routines.
 - Communicating expectations of behaviour in ways other than verbally.

- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.
- Proximity praise.
- Instant recognition through praise and stickers.
- Share successes with parents/senior leaders.
- Investment in relationships with individuals.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, in line with our positive behaviour policy as part of the induction process. There is an annual refresher for all staff at the start of the academic year. The Headteacher, deputy and behaviour lead are TEAMTEACH trained along with specific staff in school who support individual children.

The inclusion team are trained to create risk assessments and personal handling plans for individual children whilst in school and on school trips.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

The Head Teacher, School Council, Senior Leadership Team and Governors monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Safeguarding audits from Governors & Behaviour Learning Walks in and out of classroom environment

All behavioural incidents are recorded on CPOMS.

A review of incidents of negative behaviour and responsive actions put in place using our graduated response to managing behaviour. See table below.

All serious incidents are recorded on CPOMS.

The annual questionnaire to parents and ECM survey gathers views from all stakeholders to inform self evaluation and constantly move forward for the good of all.

This behaviour policy will be reviewed by the headteacher and Welfare Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy.
- Safeguarding policies.
- Antibullying policy.
- Care and control policy.
- SEND information report.
- Equalities objectives.
- Accessibility plan.
- Staff Code of Conduct.

- Online safety policy.
- SEND policy.

Appendix 1

Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

1. The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
2. This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff January 2016.
3. The Behaviour Policy is published on the school website and available on request.

Principles

1. The Governors of Lawns Park Primary School (LPPS) strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
3. Lawns Park is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of the 9 protected characteristics under the Equality Act 2010 should be clearly set out and regularly monitored for its effective implementation. The 9 characteristics are:
 - age
 - disability
 - gender reassignment
 - marriage or civil partnership (in employment only)
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy.
5. The Behaviour policy should show due regard to the Schools Child Protection Policy.

6. Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. The School Charter and responsibilities of children, parents/carers and school must be outlined in the 'Home-School Agreement' which parents/carers should sign when their child begins their education at LPPS.
7. The school rules should be included in the Behaviour Policy. These should set out expected standards of behaviour to ensure the rights of others are respected. These should be displayed in all classrooms and other, relevant parts of the school. Governors expect the rules to be consistently applied by all staff and monitored for their effectiveness.
8. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
9. Sanctions for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment, sexual harassment and or violence. Sanctions should be monitored for their proper use and effective impact.
10. The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.
11. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Care and Control Policy and would expect at least four members of staff to be trained in the use of reasonable force and restraint.
12. Governors expect the head teacher to include in the Behaviour policy details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that sanctions can be applied in these circumstances.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Appendix 2: - currently being redrafted

A graduated response to behaviour management at Lawns Park Primary School



Inclusion team monitor all Time outs on a daily basis as we are looking for trends in terms of frequency, kinds of incident and times of those incidents. This enables us to use a solution focused approach with the child, to plan and implement next steps.

	Incident Intervention	frequency	Action for CT	Action for Inclusion team
Step one	Implementation of behaviour policy in class and across school	At all times	Implement the school's policy consistently in class and across other areas of school.	Learning walks daily and through the day, monitoring the behaviour management in each classroom.
Step two	School rules are broken Warning, Warning, Time out.	One occurrence in a week	Log on CPOMS	Inclusion team may speak with the child if it is an active case and unusual behaviour.
Step three	School rules are broken Warning, Warning, Time out	Twice in a week	Log on CPOMS. Speak with the child to plan how to stop this happening again by identifying a solution and or strategies.	Inclusion team will speak to the child if it is an active case. The child will share the plan they have made with their teacher to stop escalation.
Step four	School rules are broken Warning, Warning, Time out	More than twice in a week	Log on CPOMS. Speak with the child to plan how to stop this happening again by identifying a solution and or strategies. Share this solution focused plan with parents.	Inclusion team will speak to the child if it is an active case. The child will share the plan they have made with their teacher and parents to stop escalation. Daily check in and reminder from Inc team. May use a pupils contract
Step five	School rules are broken Warning, Warning, Time out	Behaviour continues into the next two weeks with more than 2 TOs in a week. Step four is not working	Log on CPOMS Implement strategies on IBP/RA/PHP	Meeting with inclusion team and class teacher to create an IBP and any other relevant paperwork such as PHP/RA. Share with parents.
Step Six	School rules are broken Warning, Warning, Time out	Negative behaviour continues with little impact of the IBP strategies	Log on CPOMS Complete NFER assessment Meet with Inclusion team to review and	Meeting with parents to share amendments to IBP. Also identify any complicating factors right now for

			amend IBP	the child/family. Plan intervention in school to support identified needs SEND register under SEMH
Step seven	A serious incident that puts the safety of child, children or adults at significant risk of harm or impacts on the good order in school. Isolation for one day Isolation for 1.5 days Isolation for 2 days.	Incident occurs after the above steps have been followed.	Record your involvement on CPOMS. Read actions as a consequence. Persistent recording of incidents	Incident logged on CPOMS Parents informed by letter Meeting before and after the isolation period with HT Amendments to IBP/RA/PHP as a consequence of the incident. Update on wider intervention from stage 6 discussions. Implement therapeutic intervention into weekly timetable. If a referral to cluster is not in. This needs to happen at this stage. TAMHS/family support must be requested. Collecting evidence for F band application.
Step eight	A serious incident occurs that puts a child, children or adult at significant risk of harm or impacts significantly on the good order in school Isolation at an alternative setting for one day Isolation at an alternative setting for 1.5 days Isolation at an alternative setting for 3 days. Could result in a period of time at an alternative provision such as Oasis.	Incident occurs after the above steps	Record your involvement on CPOMS. Read actions as a consequence. Persistent recording of all incidents	Referral to external agencies should be in place at this stage including EP and AIP, cluster Wholly bespoke curriculum. Meeting before and after the isolation period with HT Amendments to IBP/RA/PHP, as a consequence of the incident. Update on wider intervention from stage 6/7 discussions. Collecting evidence for F band application
Step ten	Exclusion policy implemented.			

Appendix 3:

Lawns Park Primary School
Positive Behaviour Charter



By signing this contract we agree to.....

Pupil name	Pupil Name	Pupil name
Use only kind positive words and comments when talking to, with or about	Use only kind positive words and comments when talking to, with or about	Use only kind positive words and comments when talking to, with or about.
Kind hands and feet at all times.	Kind hands and feet at all times.	Kind hands and feet at all times.
If I can feel that I am getting wound up, I will walk away let the nearest adult know immediately and come inside to the inclusion team	If I can feel that I am getting wound up, I will walk away let the nearest adult know immediately and come inside to the inclusion team	If I can feel that I am getting wound up, I will walk away let the nearest adult know immediately and come inside to the inclusion team
I will not follow or chase target children	I will not chase or follow target children	I will not chase or follow target children
I will not tell other children to be unkind to target child	I will not tell other children to be unkind to target child	I will not tell other children to be unkind to target child

Positive Strategies

Consequences

Appendix 4

INDIVIDUAL BEHAVIOUR PLAN

Behaviour Plan for:

Class:

Date IBP Started:



1. <u>Negative Classroom Behaviours</u>	2. <u>When/Why</u>	3. <u>Desired Behaviour</u>	4. <u>Effective Motivators</u> Proactive Strategies/Praise/Coaching/Incentives	5. <u>Consequences for Negative Behaviours</u>

Appendix 5



Lawns Park: Learning **Positivity**, Learning **Perseverance**, Learning **Patience**, Learning **Politeness**.

Headteacher. Mr. S. Chapman
info@lawnspark.org.uk

Pupil isolation

Dear Parent,

This letter is to officially inform you that your child has been issued with an internal isolation at Lawns Park Primary School. This decision was made by school leadership as a consequence of, The isolation took place on

You and your child will have a conversation with a school leader at the end of the isolation period to reflect on the event of the isolation and assess your child's readiness to return to class. Any work not completed within the isolation period may result in an extension to the isolation.

Yours sincerely

Mr. S. Chapman

Appendix 6

Restrictive Physical Intervention Report

Seen by Head:		Date:		Log Book No:	
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Basic information

Name of Child		Year Group:	Two
Date:		Time:	
Place:		Length of restraint::	
Names of staff involved:			
Names of witnesses:			

Reason for intervention : to prevent a pupil from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Describe the lead up to the incident/behaviour

--

De-escalation Techniques Used

Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non Threatening Body Language		Other (Please specify) i.e. blue room			

Details of the incident:

Remained in class		Time-out Room		Returned to class	

Form of physical control

One person techniques			Two person techniques		
T-wrap	Standing <input type="checkbox"/> Seated Floor		T-wrap (Level2)	Seated <input type="checkbox"/> Floor	<input type="checkbox"/>
Cradle		<input type="checkbox"/>	Single elbow		<input type="checkbox"/>
Double elbow		<input type="checkbox"/>	Figure of Four		<input type="checkbox"/>
Half-shield		<input type="checkbox"/>	Two person double elbow		
Other (specify)			Other (Specify)		

Injuries/damage caused

Child checked by:					Injury Suffered by Child		Yes		No		
					Treatment Required		Yes		No		
Referred to First Aider			Yes		No		Specify:				
Referred to GP			Hospital								
Parent/Carer informed by		Phone		In person							
Injury suffered by staff		Yes		No		Damage to Property		Yes		No	X
Specify						Chair thrown over.					

Action Taken

Follow up talk		Phone call to parent/guardian		Letter to parent/guardian	
Complete work missed		Referred to Police		Verbal to parents	
Returned to Class		Other Sanction :			
Signed			Date		