



The Lyceum School - Behaviour Policy

We believe in providing a nurturing environment which will enable each child to feel secure and confident and allow them to flourish and achieve their full potential.

We strive to create an environment in the school that teaches, encourages and reinforces good behaviour and good manners.

We aim to:

- Create a positive climate with high expectations
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Promote honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Show appreciation of the efforts and contribution of all
- Provide a caring and effective learning environment
- Emphasise the importance of being valued as an individual

Expectations

At the beginning of the school year, rules and the need for them are discussed in class and throughout the year in weekly celebration assemblies. These are designed to make the school a productive and rewarding place for all those who work here.

Be Respectful- Be polite, listen to others and take care of property

Be Kind and Gentle- Think about other people's feelings

Be Careful- Make sure that you are in safe place and acting in a safe manner

Be Responsible: Be sensible and take responsibility for your actions

Be the Best You Can Be: try *your* best in everything you do.

Rewards

We believe that rewards have a motivational role, helping children to see good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Other forms of rewards are:

- Stickers, stamps, cards, certificates
- Special responsibilities/privileges
- Celebration assembly

Sanctions

When children display unacceptable behaviour, they need to know that consequences/sanctions will follow. Discipline does not need to be severe to be effective in helping a child see where they went wrong and how to behave in a better way in future. The following sanctions are applied to register the disapproval of unacceptable behaviour. We will always ensure that any sanction is appropriate and proportionate to the offence. These are flexible and are applied at the discretion of the class teacher. They may include:

- Verbal warning and reminder of expected behaviour
- Moved places
- Thinking bubbles
- Behaviour contracts/agreements
- Moved to another class (by prior arrangement)
- Withdrawal of privileges or responsibility
- Withdrawal from playtime in order to reflect on behaviour
- Referral to Assistant Head Teachers or Head Teacher
- Verbal/phone call/meeting with parent

The most serious behaviour/sanctions will be logged in the 'Central Filing System'. All others will be recorded and placed in the year group green file.

Individual children presenting persistent distracting behaviour or failing to keep to agreed class and school rules will be encouraged to improve specific aspects of their behaviour with the support of a behaviour contract. Targets are agreed by the class teacher, child and parents. The child assesses their own achievement in each session as does the teacher. As the child achieves success they are motivated and encouraged to improve their behaviour. Specific strategies are given to help the child make step by step improvements towards acceptable behaviour.

When anti-social or aggressive behaviour is observed more than once and sanctions alone are ineffective. Additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary, after careful evaluation of the curriculum, classroom organisation and management and whole school procedures have taken place to eliminate contributory factors.

The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, Minerva Guidelines would be followed.

Playtimes and Lunchtimes

Children facing difficulties during playtime or lunchtime are encouraged to sort things out through peaceable means. If this is too difficult the help of an adult on duty should be sought. Where possible the adult will help the children resolve their problems and make friends again. Ongoing unresolved problems should be reported to the class teacher who will deal with them. Serious incidents will be brought to the attention of the Assistant Head Teachers or Head Teacher.

Parent Partnership

Where the behaviour of a child is causing concern, it is important that all those working with the child in school are aware of those concerns, and the steps that are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with the problem and encouraging good behaviour.

Parents can help by:

- Discussing school rules with their child and emphasising their support
- Knowing that learning and teaching cannot take place without good behaviour for learning
- Remembering that staff are endeavouring to deal with behaviour problems patiently and positively
- Listening to their children and contacting the school should a problem arise rather than trying to give their children strategies e.g. don't tell children to retaliate

Reviewed by A.R 2016

Reviewed by S.T 2018