



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 safe environment
- 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
- 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 everyone.

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 your best, always: 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 include:

- We award house points to pupils for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school
- House point certificates are given to pupils in assembly when pupils receive 20 house points and the child is given a token to put into the house point counter
- The house with the most points is rewarded with a party each half term

- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work
- Golden stickers are awarded by the Head for exceptional pieces of work
- 'Kindness apples' are awarded in assembly for children who have demonstrated kind acts towards others
- A 'Star of the Week' from each year group is awarded in assembly each week

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:

Phase 1:

- Verbal warning and reminder of expected behaviour
- Moving places/seats (within class)
- Visual warning on behaviour display (KS1)

Phase 2:

- Removal of Golden Time/break to reflect on behaviour
- Moved to another class (by prior arrangement)
- Withdrawal of privileges or responsibility

During removal of Golden Time/break, pupils are required to complete a reflection sheet, thinking about their next steps and acknowledging the feelings of others.

Phase 3:

- Referral to Assistant Head Teachers or Head Teacher

Phase 4:

- Verbal/phone call/meeting with parent
- Internal exclusion for a 'one off' serious offence
- Fixed term exclusion of 1-2 days depending on severity of offence

A formal letter, signed by a member of SLT will be sent home with the child. In addition, a work pack will be given to parents for the pupil to complete at home.

The most serious behaviour/sanctions will be logged in the School Sanctions Log by a member of SLT. This is kept on the S-Drive. Any behaviour where a sanction from Phase 2 is issued is recorded in the year group's red book. These are collected in weekly by the Safeguarding Lead (Sara Taggart) who tracks trends and addresses repeated offences.

When anti-social or aggressive behaviour is observed more than once and sanctions/provisions are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary.

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

Parent Partnership

Where the behaviour of a child is causing concern, it is important that all those working with the child in school and at home are aware of these concerns, and steps are being taken to address this.

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.

Reviewed by A.R 2016

Reviewed by S.T 2018

Reviewed by HW/ST January 2019