

This policy should be read in conjunction with:

- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy

### **Our Ethos**

At The Lyceum School, we aim to provide our youngest children with the skills and qualities we believe will enable them to grow into kind citizens and successful learners. We embrace the unique qualities of every pupil in our care and tailor our curriculum to meet the needs of all children. This is reflected through the expectation of children in EYFS to embrace our philosophy of 'making good choices' whilst at school.

Good choices are namely:

- Learning and showing acts of kindness towards others
- Learning to listen and respond to adults and peers
- Learning to follow the daily routines of the classroom
- Using safe and gentle hands/feet when playing or moving around the school
- Following safety instructions such as crossing the road in silence
- Learning to asking for help when unsure what to do
- Attempting something new with the support of an adult

### **Celebrating Good Choices**

At The Lyceum, we believe the positive attitudes, interactions and choices children make should be celebrated as often as possible. We recognise this behaviour through verbal praise, stickers and weekly 'Golden Time' where children independently choose something they enjoy doing in the classroom on a Friday afternoon. Children are excited to make their teachers proud and this is evident as you walk around our school.

A certificate is also awarded to one pupil in each class for being the 'Star of the Week' in our Friday Assembly. Parents will be informed and invited to attend to support their child's achievements.

## Visual Behaviour Chart

In EYFS classrooms a visual behaviour chart is displayed. This supports children to both recognise when they have made a good choice and feel proud, and to understand when an action they have chosen may have been unkind or hurtful towards another child. It is introduced at the beginning of term and regularly revisited to reinforce the general expectations of the school environment.

Children begin on the rainbow and move their name/picture up and down throughout the day when prompted by an adult. Kindness and good choices are celebrated by 'moving up' and unkind actions are acknowledged by 'moving down'. Any child who is asked to move their name down is supported by an adult to help them understand why this has happened. Names moved down are only temporary and are moved back to the rainbow when a new learning session begins. Expectations of behaviour are measurable to the age/ability of individuals and the chart is used accordingly. The purpose of the chart is to encourage children to make independent choices and explore the choice they make. If a pattern of unkind or unusual behaviour is happening in the classroom, parents will be informed and encouraged to speak to the class teacher.

Please see the example below of the visual behaviour chart.



## **Sanctions**

When children display repeated unkind or dangerous behaviour, we teach them 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 the future. The following sanctions are flexible and are applied according to the severity of individual circumstances. We will always ensure that any sanction is appropriate and proportionate.

This may include:

### **Phase 1:**

- A verbal warning and reminder of expected behaviour
- A visual warning on behaviour display
- Moving places/seats (within class)

### **Phase 2:**

- Thinking time in a quiet place to reflect on behaviour, this could be in 1 minute/2 minute/5 minute intervals depending on the circumstance and is always overseen by an adult

### **Phase 3:**

- Being moved to another class for a short period of time
- The withdrawal of privileges such as playtime or Golden Time
- A referral to the Deputy Head or Headmistress
- The class teacher communicating with parents via the pupil's message book/telephone call

### **Phase 4:**

- A face to face discussion with parent(s)
- An internal exclusion for a 'one off' serious offence
- A fixed term exclusion of 1-2 days depending on severity of offence

The most serious behaviour/sanctions that involve exclusions or temporary exclusions will be logged in the School Sanctions Log by a member of SLT. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded in the appropriate year group's Behaviour and Well-Being book. These are collected in weekly by the Deputy Head/Headmistress 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 positive behaviour.

We want our school to be a happy, kind, and calm place where your child can feel safe and where all pupils can reach their full potential.

This policy should be read in conjunction with:

- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy

We expect everyone at our school to follow the rules and be polite, respectful, and well-mannered at all times. The rules that we have are simple and are not difficult to learn. We will teach your child these in our assemblies and in PSHE lessons.

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 assemblies. These are designed to make the school a productive and rewarding place for everyone.

## **Our ethos:**

We are kind, creative and confident.

## **School rules**

1. Be kind
2. Be confident
3. Be creative
4. Give back to the community
5. Be your best always

## **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:

- House Points – for pupils doing their very best work
- Star of the Week Certificates – for being the best in the class that week
- Dojos – for good behaviour and focus in class
- Golden Time – for following the school rules all week
- Pen Licence – for having excellent handwriting
- End of Term House Party – for the House that has the most House Points

Class Rules are displayed in every classroom. Pupils are acknowledged in assemblies for embodying the school rules.

## **Sanctions**

We believe that rules are there to be adhered to. If a pupil chooses not to do so, then consequences will follow. This starts with a verbal warning and is followed by losing playtime or even Golden Time.

When a pupil shows unacceptable behaviour, the following actions will be taken by the school:

### **Step 1:**

- The child will be spoken to and reminded of the school rules
- The child will be asked to sit in another place in the classroom
- The child's name will be moved down on the behaviour chart

### **Step 2:**

- The child will lose some playtime on the day of the incident
- The child will be made to reflect on their actions and have a talk with your class teacher
- The child may be moved to another classroom

### **Step 3:**

- The child will lose their monitor job/responsibility (KS2)
- The child will be spoken to by Mrs Taggart or Mrs Wyatt
- The child's behaviour will be reported to parents through email or by a message in their diary/communication book

### **Step 4:**

- The child will spend their playtime filling in a Reflection Sheet and thinking about the impact that their negative behaviour has had on other people
- A meeting will be organised with parents, and they will be asked to come into school

#### **Step 5:**

- The child may be told to stay at home for one or two days
- A letter will be sent home from the school, and the child will be set work to complete by their class teacher
- The child's behaviour will be logged at school and monitored by SLT. If this behaviour continues further, the child will be monitored and if necessary, they will be excluded

#### **Parent Partnership**

Parents will always be told when their child receives Star of the Week and if they have done something really well, but they will also be informed if their child has not been behaving as well as we expect them to.

The most serious behaviour/sanctions that involve exclusions or temporary exclusions will be logged in the School Sanctions Log by a member of SLT. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded on CPOMS, an online behaviour and safeguarding system. These are shared with SLT and other relevant members of staff 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 positive behaviour.