



BEHAVIOUR POLICY

Document Control:

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Version	Changes identified
2	Added to appendices. Visuals to aid EYFS, KS1 and SEND pupils with Behaviour Reflections.
3	Added details regarding Time Out Zone (p13) and edited Managing Significant Behaviour (p14 and 15). Amendments to Lord Street Citizen Award (p21).

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Policy Statement

Lord Street Primary School recognises that the highest standards for behaviour are central to achieving the best education for our pupils. We achieve this through the promotion of a positive culture, building social norms, proactively teaching students how to behave well, as well as fair and transparent systems of rewards and sanctions.

We believe in the power of positive framing and in the certainty, not necessarily severity, of sanction in creating a culture conducive to learning and thriving in education.

We aim to give all pupils the knowledge and understanding that will enable them to become increasingly self-disciplined and able to make positive choices for themselves.

Lord Street Primary School has consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionality of sanctions.

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Physical Intervention
- Child Protection and Safeguarding
- Equality and Diversity
- Exclusion
- Online Safety and Acceptable Use of Information Technology
- Staff Conduct
- SEND
- This policy is underpinned by the following legislation and guidance:
- Education Act (2002), as amended by Education Act (2011)
- Education and Inspections Act (2006)
- School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)
- Equality Act (2010, revised 2018)
- Searching, Screening and Confiscation at Schools (2018)
- When to call the police: guidance for schools and colleges (NPCC)
- Keeping Children Safe in Education
- Behaviour in Schools
- Suspension and Permanent Exclusion

Scope and purpose

At Lord Street Primary School we:

- have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve
- ensure all pupils develop the excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling students to reach their full potential
- create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- have a no tolerance approach to all forms of child on child abuse, including bullying and cyberbullying, and work hard to create a positive and safe learning environment
- work to develop and support all staff to manage behaviour with a high level of professionalism, dignity and fairness in order to maintain a safe and purposeful environment
- build positive relationships between families, school and pupils through a three-way partnership, makes clear the expectations of all three parties in developing and maintaining a safe and positive culture and an active partnership with parents and carers to support their children's learning

These aims are supported by regular and pertinent staff training and practice; close family and community links; pupil organisation and opportunities in line with our Equalities Objectives; the boosting of pupils' self-esteem through positive reinforcement and a broad balanced curriculum including extra-curricular activities and social and community events aimed at celebrating diversity whilst seeking and emphasising commonality.

Behaviour expectations and pupils with SEND

Lord Street Primary School has a duty to manage pupil behaviour effectively, including for those with underlying needs, in order to maintain a safe, purposeful and effective learning environment. We aim to establish a culture that consistently promotes high standards of behaviour and provide the support needed for all pupils to achieve and thrive both in and out of the classroom. We aim to develop a whole school approach that fosters a sense of belonging, facilitates learning, and benefits all pupils equally. Some pupils with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness, often through provision that is 'additional to or different from' the main offer, in order to meet those needs. In addition, pupils with SEND may have behaviours that are not arising from their additional needs and other pupils' behaviour may be arising from SEND that has not yet been identified or understood. We aim to establish behaviour systems that are consistent and based on high expectations as the norm, but are also flexible and responsive enough to support a wide range of needs and support all pupils to learn from their behaviour and move forward in a positive way. This should include directly teaching pupils the skills and understanding that underpins good behaviour, and anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

Duties under Keeping Children Safe in Education 2022

We recognise that challenging behaviour, and in particular a change in a child's behaviour, can be indicative of a child protection or wider safeguarding need. For this reason, all our behaviour systems, including sanctions, incorporate opportunities for restoration, relationship building, consideration of what support is required and, where appropriate, referral for further assessment. We prioritise the proactive teaching of the underlying skills and understanding that underpins our culture of high expectations, including ensuring all pupils know how to seek help if they need it. We take all forms of child on child abuse, including bullying and child on child sexual harassment and sexual violence, extremely seriously. More detailed information about this can be found in our Child Protection Safeguarding Policy and our Anti-bullying Policy.

Roles and responsibilities

The majority of our time at Lord Street Primary School and across The Apex Collaborative Trust is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows pupils to maximise their potential. At times, pupils may make the wrong choices and, when this happens, we will take a proportionate and forward-thinking response in order to maintain our culture and progress positively. The lists below make clear the power and responsibility of The Apex Collaborative Trust, school governing bodies, the Headteacher and all staff to uphold a safe and secure environment in line with this policy. We also recognise that the strength of any behaviour policy or system is in how it is communicated and understood by all stakeholders, and the positive and trusting relationships between those stakeholders. It is crucial that each school shares its behaviour system clearly with all staff, pupils and families; that the implementation is supported by the three-way partnership between school, pupil and families; and that the school works cooperatively and reciprocally with other schools and key agencies.

The Headteacher and the Governing Body

- The Trust Board approves the Trust policy; it has a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students.
- The Local Governing Body annually scrutinises and approves the individual school routines and practices.
- The Headteacher is responsible for ensuring the school aligns to the Trust's mission and values, follows Trust policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward.
- The Headteacher and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in the Physical Intervention Policy), but cannot, under any circumstances, use force as a form of punishment. Corporate punishment of any kind is entirely illegal.
- The Headteacher and delegated staff have the power to search pupils, screen electronic devices, and to confiscate property.

- The Headteacher and delegated staff have the power to discipline pupils outside of school hours if it is a school-related matter, or the pupil's actions undermine the safety of anyone from our community or the good reputation of the Trust.
- All schools have the power to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or consequence is to occur outside of the usual working day.
- All our schools work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol) to improve the standard of behaviour across the locality.

All staff

- Some staff, for example senior leaders and behaviour practitioners, may have additional responsibilities delegated to them by the Headteacher, for example the power to search, screen and confiscate items, in line with guidance and Trust policy.
- All staff must have read and understood this policy and other related policies, and sign to say that they have read and understood them as part of the induction process.
- Staff are responsible for knowing and understanding the systems in place to support behaviour, upholding them within their school, and seeking support if necessary.
- All staff will behave professionally and in a way that demonstrates appropriate behaviour to the pupils through learning by example.
- Staff are responsible for being responsive to signs of child on child abuse and acting swiftly and appropriately, in line with our Anti-bullying Policy and Keeping Children Safe in Education.

All pupils

As part of our ongoing commitment to maintaining a culture of safety and learning for all pupils, staff and visitors to Lord Street Primary School, pupils will receive ongoing direct learning opportunities through PSHE, as well as indirect learning opportunities through observing the professional behaviour of the adults around them.

This will include but is not limited to:

- learning how their behaviour impacts others and their own future selves
- learning about identity, protected characteristics, prejudice and discrimination
- learning about ways to seek help and support
- building trusting relationships with staff
- learning from the professionalism and conduct of staff

All pupils have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community.

Families

All families agree our three-way partnership when their child enters the school. We expect families to work with us in supporting good behaviour that is conducive to learning and thriving in education and beyond and in upholding our positive culture. Our success as a Trust is built on this three-way relationship between the home, school and child.

Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behavior

Our Mission and Purpose

Our mission statement encapsulates our approach and what we prioritise daily:

Creating opportunity. Inspiring excellence. Shaping tomorrow.

We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our Aims

Building on our mission, we have an ambitious vision for our young people and for the Trust:

Through a child-centred approach and exceptional educational experiences we will inspire excellence from all, develop independence, build confidence and ensure readiness for tomorrow.

We believe every child can achieve and we continually encourage high aspirations amongst pupils and staff. To this end, leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.

Values and behaviours

Three core values underpin all trust decisions and policies and are at the heart of every aspect of school life:

Ambition - We are determined to achieve and believe everyone can succeed

Respect - We are considerate of everyone and our environment

Collaboration - We are a community who believe we achieve more by working together

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people's views
		Support each other to solve problems

Three associated behaviours follow from each value, as shown above. These are fundamental to building strong learning communities and creating the best possible environment for all members of those communities to flourish.

Recognition, reward and praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- there is a link to our values.
- they define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour
- The way in which praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour needs to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

We want pupils to be motivated by the intrinsic values of ambition respect and collaboration however we are also committed to acknowledging pupils when they develop good learning habits. We seek to use descriptive praise and positive framing to signal to pupils that they are demonstrating good learning habits.

Pupils remain on green on our class traffic lights when demonstrating our school values (ambition, respect and collaboration) or are rewarded gold for exceptional work or behaviour. Other extrinsic rewards for positive behaviours and going above and beyond include: house points; which contribute towards a team reward (Pendle, Weets, Hameldon and Boulsworth), Star of the Week and Star of the Term certificates, Headteachers' Award certificates, stickers, pupil work displayed in classrooms, sharing work with the class or other classes, direct praise to parents at the end of the day, postcards home and positions of responsibility such as Pupil Leadership and the School Council.

At Lord Street Primary School, we reward great attendance with Attendance Certificates in assembly when a class has achieved 96% or above for that week. They then have the opportunity to roll the dice and move on their 'Classopoly Board' with prizes which include but are not limited to; non-uniform days, laptop time, pyjama parties, film afternoons etc.

Lord Street Primary School have also introduced a 'Lord Street Citizen Award' to acknowledge and reward pupils who consistently go above and beyond with an aim to reach Sapphire by the end of Year 6. (See Appendix C for details).

Detentions and Corrections

DfE guidance defines a detention as 'a commonly used sanction often used as a deterrent for future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or go out for lunch or break. Use of detention outside of the normal school day is lawful if safety considerations have been applied and the Headteacher has clearly communicated to families that this form of sanction may be used.

Isolation and Reflection

All of our schools within The Apex Collaborative Trust have the power to use supervised reflection and isolation spaces as a disciplinary sanction and often as a way of avoiding fixed term exclusion. All schools will ensure that time spent in isolation is used as constructively as possible, that there is a continuation of education and that pupils are allowed to eat, drink and use the toilet. Any removal from a classroom is considered a serious sanction and is only used when necessary to restore order following unreasonable levels of disruption. Removal will only be used once classroom management strategies have been attempted or if the behaviour is extreme enough to warrant removal.

Reasonable Force

Reasonable force can be used to prevent pupils from committing a criminal offence, hurting themselves or others or from damaging property. More detailed information on the use of reasonable force can be found in our Physical Intervention Policy.

Fixed term and Permanent Exclusion

All of our schools within The Apex Collaborative Trust work tremendously hard to avoid and fixed term and permanent exclusion but at times it can be necessary to address a more serious behaviour matter. All of our schools comply with the law and communicate with families clearly. More information can be found in our Exclusions Policy.

The Apex Collaborative Trust Learning Habits

All members of staff are expected to actively promote and model The Apex Collaborative Trust Learning Habits.

1. Perfect uniform

We will insist on perfect uniform: not *nearly* perfect but perfect. We expect all pupils to wear their uniforms neatly and with pride. It is important that pupils contribute to our schools' common routines. If pupils breach any one part of our strict uniform code, then they will be given some temporary uniform to wear and a conversation will take place with parents. We will do this to ensure that all our pupils take pride in their appearance and to make sure that our pupils are treated fairly. It is unfair if some pupils keep to our dress code, and some don't. Further detail around specific uniform expectations can be found in the parent/ carer contract.

2. Punctuality & attendance

All pupils should attend school and classes on time, every time. We are trusting that pupils will arrive at the school by 8:45 each day so that they are ready for the day's learning. Pupils who arrive late to school are expected to sign in at reception. Anything less than 96% is not good enough and the school would expect this only to be the case for pupils with serious medical issues or exceptional circumstances. If pupils are ill then parents/carers must contact Lord Street Primary School on the morning of each day of absence. Any planned absence should be requested using the schools' leave of absence form. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

3. On-task behaviour

We insist on focused learning in the classroom to ensure that learning is maximised for all pupils. Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task but we will remind them that they learn best when they are concentrating. It also means that other pupils can learn without disruption and allows the teacher to teach what s/he has planned. We expect all pupils to track (eyes on me) the person who is talking to demonstrate that they are listening carefully.

Pupils are expected to remain quiet during lessons and when transitioning around school.

When in lessons or assemblies, pupils are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly. Staff members will raise their hands to show that they want silence and it is expected that pupils respond immediately by also raising their hand and becoming silent.

Failure to be on-task in lessons or around the school will result in the use of our Escalation of Consequences. Continued disruption may result in playtime detentions or isolation.

4. Prepared for learning (homework, deadlines, equipment)

Pupils should arrive at school with the right equipment, so that no learning time is interrupted. Pupils do this by having the right PE kit, book bag, reading book and homework when applicable.

We wish to develop our pupils' organisational skills for success in future life. For any important role in life, we need the right equipment and pupils and parents need to make sure they provide it.

All stationery will be provided by the school which means no pupils should bring in their own stationery from home. Pupils should not be carrying bags or wearing coats around the school.

Illegal items, chewing gum and jewellery (other than one plain watch and stud earrings which are taken out or taped for PE) are not allowed in the school. Fruit or vegetables only is allowed for a snack at breaktime.

Mobile phones are not to be seen or heard in the school. We would strongly recommend students do not bring a mobile phone into the school. If parents want their child to bring a phone to school for safety and walking home reasons, they must be switched off and handed in to the teacher (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and will be kept until a parent/carer collects it. If pupils fail to be prepared for learning, this will result in the use of our Escalation of Consequences.

5. Follow staff instructions first time, every time

Pupils are expected to demonstrate respect for all adults all of the time; this means no refusal to follow instructions first time. We know that pupils who wish to succeed do not refuse to follow instructions and trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a pupil to do something, we expect it done straight away. If pupils fail to demonstrate this learning habit, this will result in the use of our Escalation of Consequences; which may result in playtime detentions or isolation. If a pupil feels unfairly treated they must still follow the instruction first time, every time. Later, pupils will be given the opportunity to discuss the incident and reflect on the situation and the decision made. Pupils are expected to speak to all members of the school with respect and courteously.

Managing Low Level Behaviour

Low level behaviours include but are not limited to:

- Talking at inappropriate times
- Walking around the classroom without permission.
- Shouting out
- Making inappropriate or rude noises
- Attempting to upset others
- Purposefully damaging equipment

Instances of unacceptable, low level behaviour are taken seriously and dealt with immediately. After an initial incident of low level negative behaviour, the following sanctions are:

Disruptive, low level behaviour occurs:

- Reminder given through positive framing with a look or tap to the pupil.

Behaviour continues

- Verbal warning given to the pupil and consequences of the action explained; ongoing reminders, positive framing and reinforcements when positive behaviours are demonstrated.

Behaviour continues

- Pupil is moved down to amber on class traffic lights and 5 minutes of playtime missed. (If already outside, pupil to go to Time Out Zone for 5 minutes).

Behaviour continues

- Pupil is moved down to red on class traffic lights and a whole playtime missed. (If already outside, pupil to go to Time Out Zone for the duration of playtime).
- Reflection sheet completed with a verbal, restorative conversation with class teacher (see Appendix A). EYFS, KS1 and SEND pupils use a visual resource to support with these restorative conversations and reflection sheets (see Appendix D).

Behaviour continues

- Pupil works in SLT or behaviour lead's classroom for next session.

Behaviour continues

- Parents informed (phone call). Removal of privileges (i.e. after school clubs, visits, etc).

Behaviour continues

- Parent Meeting takes place regarding child going onto a behaviour report.

Behaviour continues

- Pupil is placed on a behaviour report which is observed and reported to a member of the Senior Leadership Team.

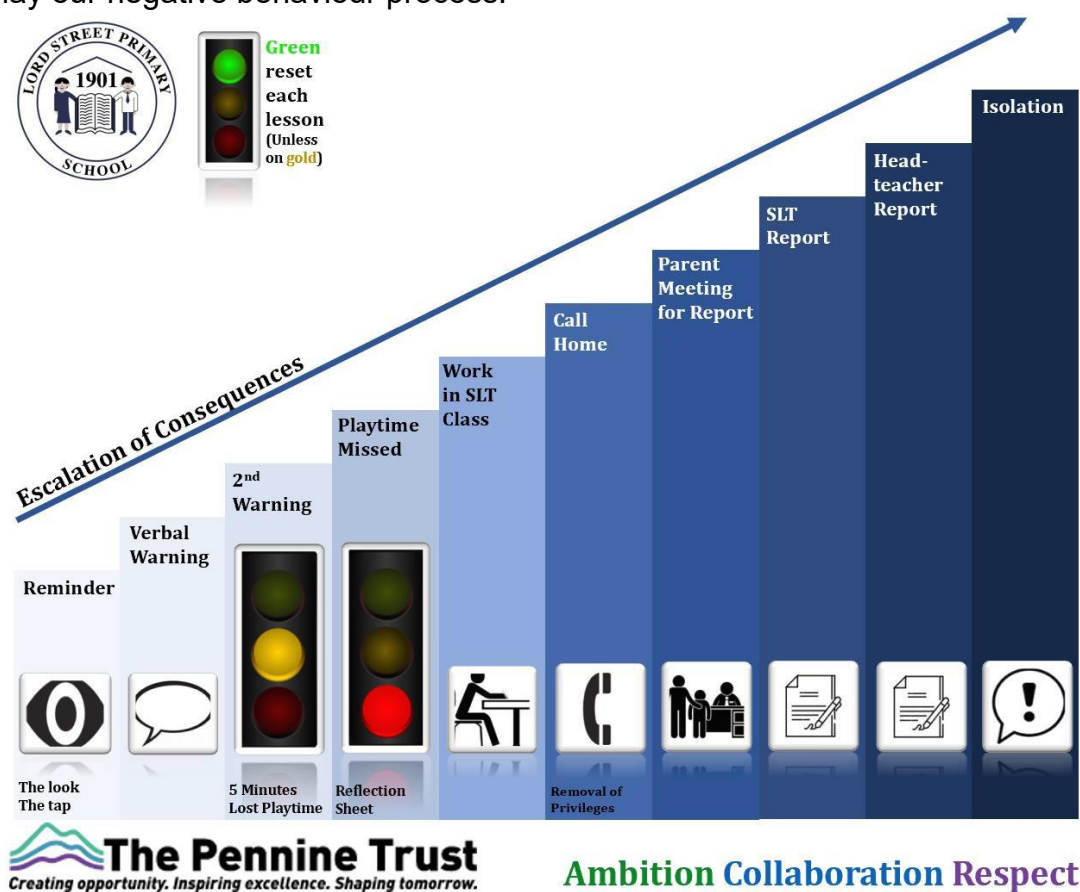
Behaviour continues

- Pupil is placed on a behaviour report which is observed and reported to the Headteacher.

Behaviour continues

- Pupil is put into internal isolation, for half a day or a full day.

See below the visual 'Escalation of Consequences' used in all classrooms to display our negative behaviour process:



Managing Significant Behaviour

Significant behaviours include but are not limited to:

- Using abusive/bad language towards adults or other children, including racist or homophobic comments
- Using physical violence towards others – not following our 'no touch policy'
- Continued damaging of equipment
- Becoming defiant towards adults.
- Any low level behaviour that is regularly repeated (over the course of a day).

Significant behaviour

- Pupil is immediately placed on red on the class traffic lights, a reflection sheet is completed (Appendix A) and a whole playtime is missed (Time Out Zone if already outside). Parents are informed.
- 1st incident of significant behaviour, 3 days of playtimes and lunchtimes missed.

Behaviour repeated following support

- 2nd incident of significant behaviour, 5 days of playtimes and lunchtimes missed.
- Follow 'Escalation of Consequences'

Behaviour continues more frequently following support and 'Escalation of Consequences' has been exhausted (external agencies may be used)

- Temporary exclusions.
- Exclusion - The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Management Plan will be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using modulate, low tone of voice.
- Using simple, direct language.
- Avoid being defensive, e.g. if comments or insults are directed at the staff member.
- Provide adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with our work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups

Isolation room/space

The school may decide to move pupils to a separate room away from other pupils for a limited period.

The school will only move pupils to isolation rooms where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in

the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.






The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Appendix A (Behaviour Reflections):

Lord Street Primary School

Ambition Respect Collaboration








	Perfect Uniform
	Punctuality and attendance
	On-task behaviour
	Prepared for learning
	Follow staff instructions - first time, every time

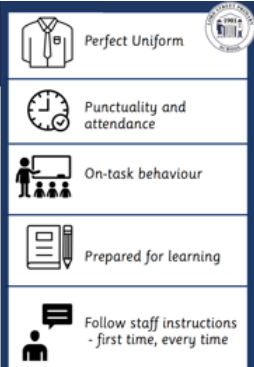
Behaviour Reflection KS1

Name _____

Class _____

Date _____

What happened?	
How did you feel? (Tick or draw)	<div>  stressed  upset  nervous  angry  worried  other </div>
Who do you think has been affected by your actions? (Tick)	<div> <input type="checkbox"/> My teachers <input type="checkbox"/> Other teachers <input type="checkbox"/> My friends <input type="checkbox"/> My classmates <input type="checkbox"/> Other: </div>
What can you do next time?	
What can I (your teacher) do to help you?	
How do you feel now? (draw)	
Additional notes:	



Behaviour Reflection KS2

Name _____

Class _____

Date _____

What happened?	
What were you thinking and feeling at the time?	
Who do you think has been affected by your actions? How were they affected?	
What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I (your teacher) do to help you?	
Additional notes:	

Appendix B (Behaviour Report):

Behaviour Report Card



Name:

Year:

Class:

	Mon	Tues	Weds	Thurs	Fri
AM					
Break					
AM					
Lunch					
PM					
PM					
PM					

	Mon	Tues	Weds	Thurs	Fri
AM					
Break					
AM					
Lunch					
PM					
PM					
PM					

My Targets

(example)

Demonstrate positive behavior in the playground with your friends (collaboration)

Show respect at lunch time, modelling the Lord Street Way (respect)

Work hard in my lessons, engage with the teacher and support others in my class (ambition)

Scores

5 – Excellent

4 – Good

3 – Satisfactory

2 – Weak

1 – Poor

I agree to improve my behavior rapidly and once again become a 'Proper Lord Street Pupil'



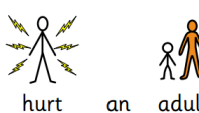
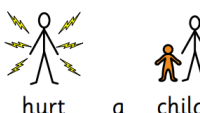








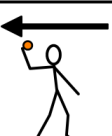






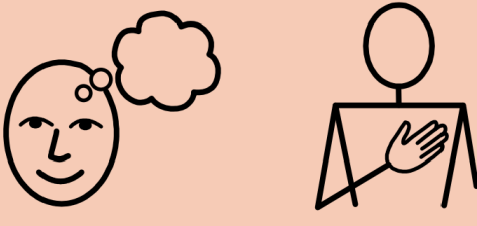








Signed

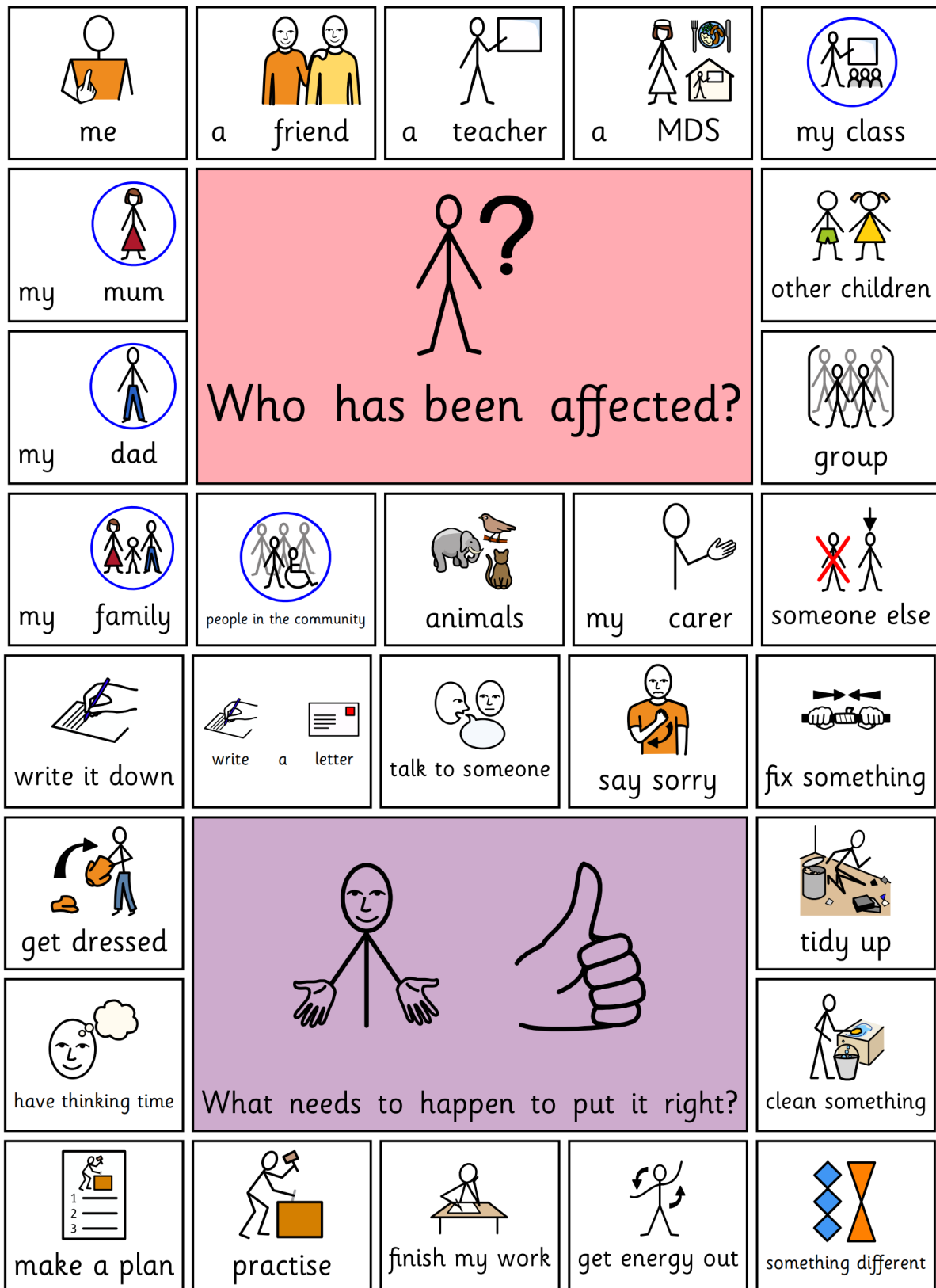
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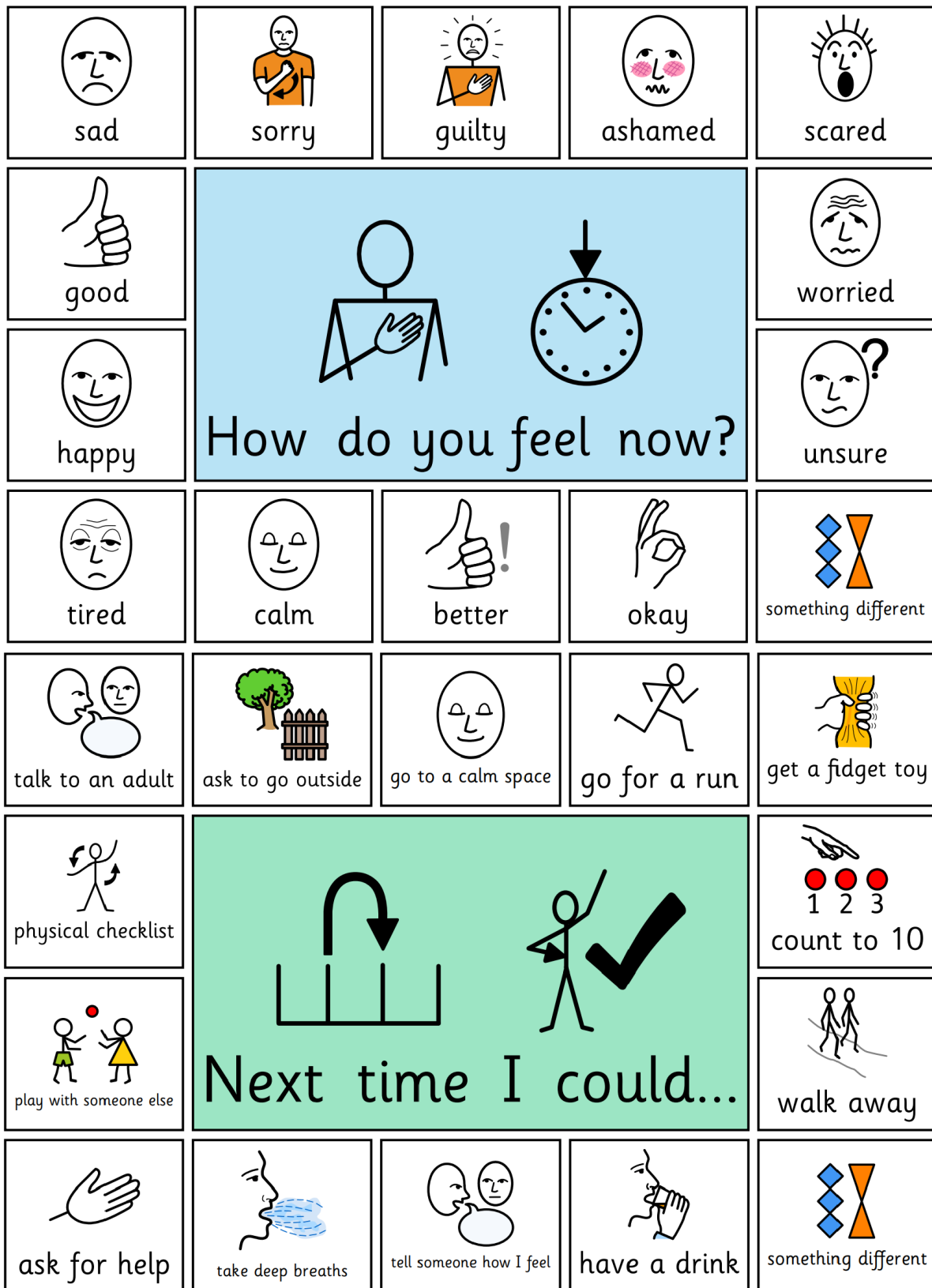
Appendix C (Lord Street Citizen Award):

Autonomy Level	Behaviour	Autonomy earned to...
Bronze	<ul style="list-style-type: none"> Follows our school values. Wears the correct uniform with pride. Models wonderful walking around school. Always has their book bag and reading book. Lines up quietly and arrow straight. Attendance at 96% or above. 	<ul style="list-style-type: none"> Take messages to the office and other classes. Collect photocopying. Trusted with laptop trolley keys to get laptops for lessons. Hands books out for lessons. Hands book bags out at the end of the day. Walk to end of the day clubs unsupervised.
Silver	<ul style="list-style-type: none"> Polite to all staff and visitors around school. Excellent behaviour in lessons. Moves quietly around school. Shows honesty and is trustworthy at all times. Excellent behaviour in extra-curricular clubs. Attendance at 98% or above. 	<p>All of bronze and...</p> <ul style="list-style-type: none"> Help teachers take the register. Read out the lunch time options to children. Support lunch time staff with organising children into dinner lines. Collect sports equipment. Walk to play time by themselves (as long as a teacher is on duty) Collect the fruit for the class.
Gold	<ul style="list-style-type: none"> Kind, respectful and helpful to all staff and pupils in school. Outstanding behaviour. Always has and wears correct PE kit. Completes homework to a high standard and on time. Continuously strives to achieve in all aspects of learning. Produces outstanding pieces of work. Works collaboratively with fellow peers throughout school. Attendance at 99%. 	<p>All of bronze, silver and...</p> <ul style="list-style-type: none"> Have a student leadership role such as student councillor, eco-warrior, playground buddy etc. Help in the dinner hall at lunch times. Support peers with attendance and wanting to come to school every day. Help teachers set up events such as summer fayres etc. Change their own and their friend's library books on the library system.
Sapphire	<ul style="list-style-type: none"> Outstanding behaviour at school and at home. Able to articulate the school values and what they mean. Able to speak confidently to all visitors in school about Lord Street and their learning. Shows an exceptional level of resilience and determination. 	<p>All of bronze, silver, gold and...</p> <ul style="list-style-type: none"> Meet and greet special visitors in school. Show visitors around school. Help teachers organise and run special events in school such as open days. Support younger pupils with their learning such as reading.












Appendix D (Visual to aid EYFS, KS1 and SEND pupils with Behaviour Reflections):

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	 What happened?			 wasn't respectful
 swore	 What happened?			 wasn't ready
 didn't listen				 threw something
 worried	 fidgety	 confused	 angry	 sad
 irritated	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different







 worried	 fidgety	 confused	 angry	 sad
 irritated	  What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different
 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family	 people in the community	 animals	 my carer	 someone else



 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help	 take deep breaths	 tell someone how I feel	 have a drink	 something different
 to talk to	 to go outside	 to go to a calm space	 to go for a run	 to get a fidget toy
 my physical checklist	 I need...			 to count to 10
 to play with someone else				 to walk away
 help	 to take deep breaths	 to tell someone how I feel	 to have a drink	 something different