



# The Duchy of Lancaster CofE Primary School

## Behaviour Policy

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Our behaviour policy links to the DEMAT wide Behaviour Policy and Exclusion Policy which can be viewed here:

[https://irp.cdn-website.com/c650f102/files/uploaded/Behaviour\\_Policy\\_2023-24.pdf](https://irp.cdn-website.com/c650f102/files/uploaded/Behaviour_Policy_2023-24.pdf)

[https://irp.cdn-website.com/c650f102/files/uploaded/Exclusions\\_Policy.pdf](https://irp.cdn-website.com/c650f102/files/uploaded/Exclusions_Policy.pdf)

# The Duchy of Lancaster CofE Primary School

## Positive Behaviour Policy and Statement of School Values

**Ready, Respectful, Safe**

### 1. Aims & Statement of Behaviour Principles

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all our other aims of developing happy, confident, and successful children. It should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself. Disruptive behaviour does not need to be extreme to cause real problems. Low-level disruption, for example repetitive chatter, can also prove toxic to a calm classroom. As any teacher will testify, it only takes a few disruptive students to derail an entire lesson.

Poor behaviour can be many things. It can be behaviour that is distracting to other children, or to teachers and teaching assistants. It can range from actions that insult, to ones that endanger safety.

Positive behaviour is the responsibility of everyone of us to help secure independent learning behaviour, which is so important towards promoting better outcomes. Teachers alone, no matter how skilled, cannot intervene effectively without a robust system to support them and where senior leaders' support is visible within school. This statement attempts to define the system's parameters.

'Behaviour' includes conduct in classrooms and all public areas: how staff and pupils work, communicate, relax, and interact; how they learn; how they greet each other; how they arrive at school, transition from one activity to another and many other areas of their conduct. In short, it is a matter of culture that is what is understood and subscribed to by the whole school community. This policy is aimed at developing and securing a positive behaviour culture underpinned by our values, Christian ethos and a set of rules that must be understood by all, and where both sanctions and rewards are applied persistently and consistently.

Evidence shows that when behaviour in general improves throughout a school the impact is:

Pupils achieve more academically and socially.

Time is reclaimed for better and more learning.

Staff satisfaction improves, retention is higher, and recruitment is less problematic.

# The Duchy of Lancaster CofE Primary School

The key task for us as school leaders is to create a culture that is understood and subscribed to by our whole school community

## 2. Our Aims:

committed, highly visible school leaders, with ambitious goals

effectively communicated, realistic, detailed expectations understood clearly by all members of the school

highly consistent working practices throughout the school

a clear understanding of what the school culture is and what are the values we hold dear

high levels of staff and parental commitment to the school vision and strategies

high levels of support between leadership and staff, for example, staff training

attention to detail and thoroughness in the execution of school policies and strategies

high expectations of all students and staff, and a belief that all students matter equally

every pupil understands they have the right to feel safe, valued, and respected and learn free from the disruption of others

clarify the roles and responsibilities of different people in the school community –

***Behaviour, like safeguarding, is everyone's responsibility, every day.***

We have designed a school culture that we want to see. We know that cultures require deliberate creation and clarity and communication. We have designed a detailed vision of what the culture should look like -both socially and academically. Expectations are deliberately high for all.

We teach and model what our culture looks like in practice from behaviour in the corridor to focused attitudes to learning in the classroom. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

We recognize that school systems require maintenance. This includes staff training (CPD), effective use of consequences, data monitoring, staff and student surveys and maintaining standards.

## 3. Bullying – Information relating to bullying is found in our Anti-Bully Policy

## 4. Child on Child Abuse - Information relating to Child on Child is found in our Anti-Bully Policy

## 5. Roles and responsibilities

### **The Hub Director**

The Hub Director is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that

# The Duchy of Lancaster CofE Primary School

staff deal effectively with poor behaviour and will monitor how staff implement this policy (through learning walks and monitoring) to ensure rewards and sanctions are applied consistently.

## **Staff**

**All Staff** are responsible for:

- **Explicitly teaching, reminding, and revisiting our Pupil Code of Conduct**
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents using CPOMs

The **Senior Leadership Team** will support staff in responding to Stage 4/5/6 behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

# **The Duchy of Lancaster CofE Primary School**

## ***Class Routines & Expectations***

ROUTINES	
What we do	Why we do it
<b>Attendance and punctuality:</b> We come to school every day and on time	Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back
<b>Walking through school:</b> When walking through school as a class, we walk in a straight line in silence When walking through school independently, we walk in silence We remember to say, 'excuse me,' 'please' and 'thank you' We greet visitors and adults by looking and saying 'Good morning / Good afternoon'	Our school is a calm environment We do not disrupt learning in classrooms Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.
<b>Sitting in class:</b> We sit with our chairs tucked under the table.	It shows us, our peers, and our teachers that we are focused and learning
We link our hands or cross our arms when listening to the teacher.	It shows that we are ready to learn and makes sure lessons can stay on track because no time is wasted.
LEARNING BEHAVIOUR	
What we do	Why we do it
<b>Learning at our school:</b> We work hard We use feedback to identify gaps in learning.	We can see what we do not know and focus on what we need to learn.
When we are working, we sit up straight. When we are on the carpet, we cross our legs and face the front.	We are in the best position to learn Good posture leads to good handwriting
<b>Handing out resources:</b> Allocated child/children hand out the resources	Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
<b>Presentation in books:</b>	We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time Our books tell a story about how successful we are An untidy book sends a message that we do not care about learning
<b>Respect for resources:</b> We tidy up after ourselves We never vandalise school property or anyone else's property We keep our pencils sharp, whiteboard pen lids on and our glue lids on	We are considerate to other children and our cleaners We need to be able to start learning as soon as we enter the classroom
<b>At the end of a session / school day:</b> We leave the classroom tidy by putting away our resources We tuck our chairs under our desks	When we return, we need to be ready to learn immediately.
<b>Outside school:</b> We behave responsibly outside of school.	We are creating an image of ourselves that we want to be positive We are representing the school
We listen to and track the person who is talking.	Having this knowledge makes us successful as we can engage in conversations, ask, and

## The Duchy of Lancaster CofE Primary School

We answer questions when required to by the teachers.	answer questions and become lifelong learners
<b>Reading:</b> At home At school	With practice we will improve our decoding and fluency Reading a variety of books improves our writing, vocabulary, and general knowledge
<b>PE</b>	
<b>What we do</b>	<b>Why we do it</b>
<b>Outdoor PE:</b> When we get to the playground, we stand in silence waiting for instructions	We can track the speaker We do not miss any learning time
<b>Indoor PE:</b>	
When we get to the hall, we sit in a space in silence	We do not miss any learning time
<b>Learning in PE:</b> We work hard We use feedback to identify gaps in learning. We listen to the person who is talking. We put up our hand to ask / answer questions.	We can see what we do not know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask, and answer questions and become lifelong learners
<b>Responding to the whistle:</b> <ul style="list-style-type: none"> <li>When we are asked, we stop what we are doing, put our equipment on the floor and wait for the adult to give us our next instruction.</li> </ul>	Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.
<b>Resources:</b> We take care of equipment	The equipment belongs to the school and is expensive to replace We need to look after things so that future year groups get the pleasure of using them
<b>Playground</b>	
<b>What we do</b>	<b>Why we do it</b>
<b>Playing:</b> We do not kick, push, or grab other people when we are playing We walk away or alert an adult if an argument arises Adults on playground duty will teach us games We only use kind words when we are playing. We stop and respond to an adult's signal as soon as we see / hear it.	We do not want to hurt anyone else
<b>End of break / lunchtime:</b> When break/ lunch end. We finish our games immediately, we walk to line up, ready to go in.	We go back to our classrooms sensibly so we do not miss any learning time.
The member of staff will direct which line will go in first. When we arrive in the classroom, we follow our classroom routines.	

# The Duchy of Lancaster CofE Primary School

## 5. Awards

### ***Positive Points***

A positive point is to be used as an instantaneous reward/celebration of good behaviour that goes above and beyond the expectations explained in the table above. This can be in class or any other setting within school or on school trips. Teachers, teaching assistants, support staff and midday supervisors can award Positive Points. If someone other than the class teacher awards a Positive Point, it should be communicated verbally or by email to the child's class teacher, by the person awarding the Positive Point. Any House Team that achieves over 600 Positive Points in a half-term takes part in an activity chosen by the school council on the last day of the half-term.

Positive Points can be awarded for the following reasons:

- Helping others.
- maintaining the school expectations for the whole day.
- outstanding work.
- participating enthusiastically.
- persistence.
- teamwork.
- thoughtfulness.

### ***Celebration Worship***

Each Friday, we celebrate achievement throughout the week during our special Collective Worship which parents are invited to attend. Certificates are awarded to individual children and might be based on outstanding work, behaviour, or a positive attitude.

### ***Attendance***

At the end of each week a Be on Time Bee is awarded to the class with the highest attendance and fewest lates. Class percentages are shared in Collective worship and in the Newsletter. Attendance percentages are also displayed in the school foyer.

***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***

# The Duchy of Lancaster CofE Primary School

## *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

Consequences for sexual harassment and violence are listed in our Graduated approach (see Appendices to this policy):

The school has clear procedures in place to respond to any allegations or concerns regarding peer-on-peer abuse. Staff informed with respond by reporting to a DSL (Designated Safeguarding Leader)

The DSL will carry 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.

## **Off-site behaviour**

Consequences 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

Reports will be followed up where a pupil has misbehaved off-site at any time, 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
- Consequences 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).

# The Duchy of Lancaster CofE Primary School

## **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 (LADO) local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs 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.

# The Duchy of Lancaster CofE Primary School

## 6. Behaviour management

### ***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 environment that encourages pupils to be engaged
- Display the School Routines and Expectations
- Develop a positive relationship with pupils, which may include: Greeting pupils in the morning/at the start of lessons; Establishing clear 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 the Graduated Consequence system to deal with low-level disruption; Using positive reinforcement; Communicating positively with parents e.g. Letters home, Marvellous Me messages; Promoting Christian values and celebrating through weekly celebration certificates

### **Use of reasonable force**

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### ***Who can use reasonable force?***

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### ***When can reasonable force be used?***

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- Schools can use reasonable force to:
  - remove disruptive children from the classroom where they have refused to follow an instruction

# The Duchy of Lancaster CofE Primary School

to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

***Schools cannot:***

use force as a punishment – it is always unlawful to use force as a punishment

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their leadership team and governing body when they have used force appropriately.

# The Duchy of Lancaster CofE Primary School

## **Confiscation**

We follow latest DfE Guidance on Searching, Screening and Confiscation Any prohibited items found in pupils' possession will be confiscated (listed p.4 DfE Guidance). 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 SLT and parents, if appropriate.

## ***Pupil support, Personalised Response & Adaptations***

The schools recognise 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 **adapted** to cater to the needs of the pupil.

The schools' SENDCo 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.

## ***Safeguarding***

The schools recognises that changes in behaviour may be an indicator that a pupil needs 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.

## **Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of CPD (continuing professional development).

## **Monitoring arrangements**

This behaviour policy will be reviewed by the head teachers and Hub Director annually. At each review, the policy will be approved by the head teachers. Behaviour and Safeguarding are weekly items on both SLT and Staff Meeting agendas to ensure consistency and high profile.

# The Duchy of Lancaster CofE Primary School

## APPENDIX A

### Guidelines for Implementing the Staged Consequence Response

- Be calm and matter of fact.
- Be consistent; provide a consequence each time someone chooses to disrupt.
- Give a clear direction.
- Remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule.
- Re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule.
- Defer action until the session ends if necessary to maintain a positive learning environment.
- Recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- Provide an opportunity for a child to discuss/explain their action,
- Record the more serious incidents of inappropriate and disruptive behaviour

# The Duchy of Lancaster CofE Primary School

## APPENDIX B – Graduated Response to Behaviour

Duchy of Lancaster Graduated Response to Behaviour				
Behaviour Stage	Examples The examples are to illustrate and are not an exhaustive list. The staff member will make the decision relating to stage 1, 2 and 3 should the behaviour not match the example.	Sanction	Action to be taken by school	Possible Support
1	<p>In possession of mobile phone or device</p> <p><b>Low level disruption</b></p> <p>Fiddling with hair/clothing etc.</p> <p>Playing with equipment -rulers etc.</p> <p>Shouting indoors</p> <p>Misusing equipment</p> <p>Not sitting properly on chair</p> <p>Not sharing - snatching</p> <p>Talking when others are talking</p> <p>Invading personal space</p> <p>Pushing (in line)</p> <p>Running indoors</p> <p>Invading personal space</p> <p>Throwing small items</p> <p>Refusing to tidy</p> <p>General swearing not directed</p> <p>Inappropriate play</p>	<b>Verbal Warning</b>	<p>If necessary, confiscation of items. Office to send email asking parents to collect items at end of day. This includes jewellery.</p> <p>Discrete record made of verbal warning</p>	<p>Appropriate, the staff member may decide to address and teach the behaviour there and then in the moment rather than give a verbal warning. E.g. if a children is running school, then child will be taught why it is important to walk and then walk where the running took place, if the child is not sharing or sitting dangerously. The children will be taught the desired behaviour and then have the opportunity to show this.</p>
2	<b>Repetition of above same day</b>	<b>Verbal warning name on class log</b>	Name underlined in discrete record/ reminder made of second warning	The teacher will endeavour to keep this second warning private. Although, this may

## The Duchy of Lancaster CofE Primary School

				not always be possible.
3	<b>Repetition of above same day</b>	<b>Verbal warning Recorded on Bromcom</b>	Class exit during afternoons if after 2:00 pm. During AM KS1 5 minutes, LKS2 7 minutes, UKS2 10 of break or lunch to be missed. <b>Call made home and event logged on Bromcom</b>	Class exit/ loss of break used to teach the behaviour and explain the importance of it. Also, to ensure the child can complete the learning in class.  When speaking to parents/ carers the teacher will ask the parent to explain to the child the importance of the rule(s) that have been broken
4	<b><i>If Stage 3 has been reached x 3 over a 6 week period</i></b> <b>Immediate L4</b> Swearing directed at a person Repeated non-compliance to requests or instructions Disrespectful e.g. huffing, shrugging, rolling eyes, inappropriate voice that is corrected when requested. Lying Offensive gestures Answering back Name-calling or teasing Encouraging misbehaviour in others Hiding other people's possessions Stealing Rough, dangerous play.	<b>Parents informed/Bromcom</b>	During AM KS1 5 minutes, LKS2 7 minutes, UKS2 10 of break or lunch to be missed. Discussion with SLT.  <i>After school meeting with parents &amp; Class Teacher to discuss behaviour concerns and any support that could be needed.</i>  <b>Logged on Bromcom for the behaviour and meeting with parents.</b>	SEN Support Plan – SSP  Loss of break used to teach the behaviour and explain the importance of it. Also, to ensure the child can complete the learning in class.  Behaviour Support Plan  Risk Calculator – <b>Difficult</b> or Dangerous  Anxiety Analysis  Roots and Fruits
5	<b><i>If Stage 4 has been reached x 3 over a rolling 6 week period</i></b> <b>Immediate L5</b>  <b>Extreme or persistent anti-social behaviour</b> Damaging equipment by reckless behaviour Deliberate humiliation	<b>Internal isolation ½ day and lose lunchtime &amp; break time</b>  <b><i>If Stage 4 has been</i></b>	Taken to SLT Internal isolation ½ day with SLT and lose lunchtime & break time (with work/reflection task) <i>Behaviour contract created in after school meeting with parents, Class</i>	Risk Calculator – Difficult or <b>Dangerous</b>  Implement protective consequences  Risk Reduction Plan

## The Duchy of Lancaster CofE Primary School

	<p>Repeated defiance Purposefully hurting others, where no first aid is needed Bullying Disrespectful e.g. huffing, shrugging, rolling eyes, inappropriate voice that is continued when requested to stop.</p>	<p><i>reached x 3 over a rolling 6-week period</i></p>	<p><i>Teacher &amp; SLT. Suspension warning letter issued during the meeting Logged on Bromcom – behaviour and parent communication Class teacher meeting with SENDCo if appropriate</i></p>	
6	<p><b>Attacking a pupil</b> <b>Attacking member of staff</b> <i>If Stage 5 has been reached x 3 over a rolling 6 week period Immediate L6</i> <b>Behaviour which puts themselves or others in imminent danger.</b> <b>Extreme or persistent anti-social behaviour</b> Deliberately hurting another child e.g., Kicking, punching, pinching, biting, squeezing, or grabbing that leads to first aid being needed Vandalism with intent Prejudice related comment or language (including Racial or homophobic language) Inappropriate touching – others, age inappropriate Violent or Aggressive behaviour Possessing a weapon in school (e.g., knife)</p>	<p><b>1 day isolation</b>  <b>Fixed-Term Suspension</b>  <b>Permanent Exclusion</b></p>	<p><b>Fixed Term Suspension</b> Parents contacted immediately to remove child from school if appropriate &amp; Safe. Parents to attend reintegration meeting with Head  <b>Suspension Letter issued during meeting – logged on Bromcom</b>  <b>Repeated Stage 6 behaviour or a single significant breach may result in permanent exclusion.</b></p>	<p>Risk Calculator – Difficult or <b>Dangerous</b>  Implement protective consequences  Risk Reduction Plan</p>

# The Duchy of Lancaster CofE Primary School