



**BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND
NURSERY**

Behaviour Policy

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WRITTEN BY: SARAH BROWNHALL AND MALC HETHERINGTON



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John 14:6 Jesus said, "I am the way and the truth and the life."

Becoming Independent Successful Honest Open-Minded People

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

(DFE September 2024)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned.
- A child's behaviour can change. Children should be supported by staff and parents to understand and manage their feelings and behaviour effectively.

Aims

For children to leave our school as honest, independent, successful, open minded people, following the path that Jesus has laid out for them.

- To create a safe and nurturing environment, that supports the emotional well-being and development of every child.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To provide a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To provide additional support when required to pupils to enable them to reach the expected standard of behaviour.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- To respond to unacceptable behaviour promptly, predictably and with confidence to maintain a calm, safe learning environment and consider how such behaviour can be prevented in future.



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Our purpose is:

- to maintain levels of good behaviour.
- to ensure all children feel safe and nurtured.
- to provide a consistent approach in rewarding good behaviour.
- to provide a consistent approach in responding to unacceptable behaviour.
- to ensure that behaviour does not inhibit learning or impede potential.

The Role of the Local Trust Committee (LTC)

The Local Trust Committee will:

- ensure that this policy, as written, does not discriminate on any grounds, including but not limited to, age, disability, gender, religion or belief, sexual orientation.
- ensure this policy is published on the school website.
- promote a whole school culture where calmness, dignity and structure encompasses every space and activity.
- have a named Governor who is the lead for behaviour. The behaviour link Governor will regularly liaise with the Head of School e.g. meetings, joint behaviour walks. The link Governor will feed back to the at the following LTC meeting.
- any Governor may be asked to attend a 'back to school' meeting after suspension.

The Role of the Senior Leadership Team

The Senior Leadership Team (SLT) will:

- set out high expectations of pupils' conduct and behaviour and ensure this is understood by all stakeholders.
- be highly visible, routinely engaging with pupils, parents and staff, setting and maintaining high standards for behaviour.
- monitor behaviour management in the classrooms and around the whole school, ensuring the policy is applied consistently and fairly in order to create a calm and safe environment.
- monitor the effectiveness in identifying and addressing SEMH drivers of behaviour.
- identify areas of staff training that may be required for staff to fulfil their duties within the policy.
- will regularly monitor behaviour records and report findings to the Local Trust Committee.
- ensure that all members of the school community create a positive, safe and nurturing environment in which bullying, physical threats, abuse or intimidation are not tolerated.
- ensure incidents, of bullying, discrimination, aggression and derogatory language are recorded and dealt with quickly and effectively.
- ensure incidents involving physical intervention are recorded in line with the DDAT Physical Intervention Policy
- attend and lead 'back to school' meetings after suspension.

The Role of the Senior Mental Health Lead

The Senior Mental Health Lead will:

- oversee the whole school approach to mental health.
- support staff in managing children with SEMH related behavioural difficulties, this includes the writing of behaviour support plans.
- support parents of children with SEMH related behavioural difficulties.
- monitoring the implementation and effectiveness of behaviour support plans.
- liaising with external agencies to further support children with SEMH needs and their families.



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The Role of the SENCO

The SENCO will:

- collaborate with the SLT, Senior Mental Health Lead and the LTC to determine the strategic development of the Behaviour Policy and SEMH policy.
- supporting teachers in assessing children's strengths, areas for improvement and advising on the effective implementation of support.

The Role of Teaching Staff

Teaching staff will:

- teach and model expected behaviour and positive relationships, demonstrating good habits.
- be responsible and accountable for the progress and development of the children in their class.
- set high expectations for every child and aim to teach them the full curriculum.
- recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.
- plan lessons to address potential areas of difficulty, ensuring there are no barriers to every child reaching their full potential and that every child with SEMH related behavioural difficulties will be able to study the full national curriculum.
- plan and review support for children with SEMH related behaviour difficulties in collaboration with parents, the SENCO, the senior mental health lead, the Head of School, outside agencies and where appropriate children themselves.

The Role of all Members of Staff including Teaching Staff, Support Staff and Volunteers

All staff will:

- adhere to this policy and apply it consistently and fairly.
- support children in adhering to this policy.
- promote and support a high quality learning environment.
- model high standards of behaviour.
- be aware of the signs of behavioural difficulties
- set high expectations for every child
- be aware of the needs, outcomes sought and supported required for any children with behavioural needs.
- keeping the relevant senior members of staff up to date with any changes in behaviour. These include:
 - Head of School
 - Executive Head
 - SENCO
 - Senior Mental Health Lead
 - Designated Safeguarding Leads

Children are responsible for:

- following the school rules
- reporting any behaviour concerns to a member of staff

Parents are responsible for:

- supporting their child in adhering to the school rules
- inform school of any changes in circumstances which may affect their child's behaviour
- the behaviour of their child/children outside of school and the wider community, including online.



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Attitudes to Learning (Going for Green)

'Attitude' is carefully tracked and reported to parents every half term. This includes attendance, punctuality, behaviour, effort, homework/reading and uniform. Each area is colour coded: green-excellent/very good, yellow-acceptable/satisfactory, red-unacceptable.

Targets and support are agreed where necessary.

School Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

These basic rules are simplified and are known as 'Bishop's Rules'. They are signed by all children and adults in school and displayed in all classrooms and corridors and regularly verbalised in all classes.

Bishop's Rules

- Show respect to everyone.
- Look after all equipment.
- Walk sensibly in school.
- Be honest.
- Best behaviour at all times.
- Treat others as you wish to be treated yourself.

An essential element of our behaviour system is the relentless modelling of our daily routines.

- Lonsdale Learning Laws
- Lovely Lines
- Wonderful Walking
- Perfect Posture
- Marvellous Mealtimes Manners

These are displayed throughout school and are regularly verbalised throughout the school day.

These need to be explicitly taught and rehearsed formally and informally to ensure everyone is clear of the expectations.

When children are seen doing the right thing they should be praised. Positive reinforcement helps to embed the rules, routines and rituals.



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Lonsdale Learning Laws

- Hands Up
- One Voice
- Be Still
- Best Work
- Straight Away

Lovely Lines

- Walk to the end of the line
- Leave space
- Be still
- Be quiet
- Listen

Wonderful Walking

- Quiet voices
- Eyes facing the front
- Listen
- Hands down by your side
- One foot in front of the other
- Quiet footsteps

Perfect Posture

- Sit up straight
- Feet flat on the floor
- Bottom on the seat
- Hands on the desk
- Eyes on the speaker or task
- Shoulders relaxed
- Calm movements



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Marvellous Mealtime Manners

- Use manners – say please and thank you.
- Try new things – be brave!
- Take a seat and sit up straight.
- Use your cutlery.
- Chew with care – don't talk with food in your mouth.
- Finish your meal before moving.
- Take your tray and clear your space.
- Put your hand up if you need help.

Children observed behaving appropriately i.e. following routines as outlined above and being polite considerate e.g. holding doors open, should be thanked, praised or rewarded with a 'Smiley'.

Specific rules are enforced on the grounds of health, welfare and safety

Food and drink

Other than packed lunches no food should be brought into school. If families wish they may bring birthday sweets/cake but these **must not contain nuts**. Children should bring a water bottle (still, unflavoured water) to school every day - they will have access to this throughout the whole day.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

Water re-hydrates the brain and quenches thirst; fizzy drinks and squash can have undesirable effects and are recognised as food by the brain.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these **must be removed** during PE and swimming lessons. Staff are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

Hair

Extreme hair styles including shaved patterns, shaved lines, mohawks and mohicans are not allowed. Long hair should be tied back and must be tied back in PE.



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Reasons: Extreme hairstyles are not conducive with a smart appearance. Free flowing long hair can easily be caught and tangled especially in the PE lesson and at play times.

PE Kit

PE kits should stay in school and should only be taken home to be washed at the end of a half term. Appropriate clothing must be worn for all PE activity and stored in a drawstring PE bag.

Indoors: No jewellery, bare feet (dance and gymnastics), shorts and t-shirt

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss

Outdoors: Pumps or trainers, shorts, t- shirt, track suit bottoms/leggings. No jewellery.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

Pumps/trainers should be in the PE kit all year round.

Reasons: Children need to wear them to get to the hall or they may wear them for games lessons inside if the weather is bad.

School Clothing

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat shoes (not trainers) should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes are unsafe for the school environment.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games, fidgets (*regulation resources*) and sports equipment must not be brought to school.

*Reasons: Suitable toys, games, fidgets (*regulation resources*) and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.*

Prohibited Items

Examples of items that are not permitted in school are:

- Mobile Phones (see below for more information)
- Smart Watches/Watches with a camera, access to chat service or games
- E-cigarettes
- Lighters



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- Cigarettes
- Items which may be used as a weapon
- Offensive literature
- Inflammatory materials
- Animals
- Electrical
- Narcotics

This list is not exhaustive, the Executive Head/Head of School reserves the right to deal with items on an individual basis.

Mobile Phones

Mobile phones can only be brought to school in **exceptional circumstances** and only with the prior permission of the Executive Head/Head of School.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Executive Head/Head of School in writing. Such requests will be considered by the SLT on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Damage or Loss

If damage or loss is caused to school property through purposeful carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.



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Behaviour Guidelines

Procedures

Raised voices are not encouraged and should only be used on occasions when it is necessary i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head of School/Executive Headteacher' as a sanction.

If, in exceptional circumstances, a child needs to be removed from class or refuses to go to another room, a member of the SLT should be sent for, preferably by another member of staff. If unavailable, the most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should remain calm and follow procedure below. Staff must not run after the child, they may be placing a child in greater danger by doing so. The Executive Head Teacher/Head of School should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the member of staff will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses and leaves the site, parents should be informed immediately along with the police.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'. (Moved further up)

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

Two or three staff members are required to supervise playtimes, depending on ratio. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present at their designated place at 8.50am. At the end of the day, each staff member should stand with the class at the outside door/on path to see them safely off the premises. Parents should remain at the bottom of the path. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children and families from other classes. Whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Staff on the playground should take their class out on time, other classes should remain safely inside until the duty staff are present. Other staff should ensure that children do not go out onto the playground unsupervised and do not congregate in small areas e.g. outside toilets in KS1.

Children must ask an adult before they go back into the building.

Upon hearing the bell at the end of break, children will stop what they are doing, stand still and remain quiet. A member of staff on duty will direct classes inside. Children walk to their rooms. Staff send children in a class at a time, ensuring there is no running or congestion. Individual children or classes who repeatedly run or behave inappropriately at the end of playtime should be made to practice



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walking in during their own time and not during learning time. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of 'smileys'.

In suitable weather conditions the field may be used at playtimes. This is the decision of SLT. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances' teachers remain responsible for the supervision of their own classes. They may decide to work through or allow an indoor playtime with suitable, quiet activities provided for children.

Children may use the memorial garden during playtime and lunchtime. This is a quiet area. Children should not be running or playing games. Children doing this will be asked to leave the area.

Playground procedures (see also Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, staff should supervise their own children. Children should be well informed at the beginning of playtime by their teachers if they need to wear a coat or not. Children are not allowed back into school during playtimes unless they have permission. Children are not allowed to remain in the building unsupervised.

Children with Trusted Pupil Status and those with responsibilities such as Reading Ambassadors, Well Being Ambassadors and Librarians are allowed inside at lunchtime. Mini Leaders and Bishop Buddies are also able to collect apparatus from their designated space.

Community areas such as 'Boggle', reading nooks, the prayer space and the spirituality area can be used at playtime.

The Zen Den (Purple Room) will be available to children at lunchtime. This space will be supervised by a member of staff. Children identified with SEMH needs may use the space. Other children may be directed to use this space by the lead duty staff.

The sensory room may also be used by children who require a space to calm down and reflect.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school.

Any unacceptable behaviour at playtime should be dealt with by the staff on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the admin team who are all first aid trained.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school.



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Reflection Duty Procedures

Reflections take place at playtime and lunchtimes. The focus of reflection is for children to think about/reflect on their behaviour. Staff should arrive promptly for their duty and should record reflections using the electronic record. Staff should speak to children with a calm, quiet voice. They should ask children:

- Why they are in reflection.
- Why their actions were wrong.
- What the impact of their action has been on others.
- What they will do in the future.
- Is there anything they can do now e.g. apologise.
- Staff should be sensitive to the individual needs of the children in reflection.

Early Years Outside Procedures and Supervision

In Early Years the outside area is used throughout the school day as a learning area. Outdoor learning is timetabled and planned.

Staff should ensure that children are taking part in learning and are safe. If children are not learning or not keeping themselves or others safe they should be given a verbal reminder and then sent inside if they continue.

A risk assessment of the outdoor learning areas will be completed at the start of each day as part of 'setting up' and the risk assessment sheet signed by that member of staff.

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

It is important that the giving of rewards and sanctions is consistent across the whole school.

Rewards

1) General

- Positive comments should be entered on pieces of work, in line with the school's marking policy.
- Written school reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition will be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling awards.



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- Children's work should be displayed as much as possible both in the classroom and corridors of the school.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Reading Ambassadors, School Council, Mini Leaders.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley faces'. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the 'smiley' the member of staff should reinforce the good behaviour e.g. 'You can have a smiley for waiting so patiently'.

Once awarded, a Smiley can never be deducted

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:

Any noteworthy behaviour 1 Smiley (recorded on class chart)

10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Bronze Award
200 Smileys	Silver award
300 Smileys	Gold award

Children will visit the Head of School/Executive Head for their Gold, Silver or Bronze awards. Rewards consist of pens, pencils balls etc. or time with an adult e.g. playing a board game.

When an award is achieved children receive a prize from the corresponding treat box. Prizes increase in value from Bronze through to Gold. Prizes have been chosen by the School Council. In addition to physical prizes there are also opportunities for children to have a treat with a member of staff e.g. playing board games.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**.

3) Certificates

Successes will be recognised in a weekly '**Going for Green**' Celebration assembly. This is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Certificates will be completed by the teacher; these will be pre-



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signed by the Head of School. A text message will be sent to inform parents/carers of their child's success. Teachers will inform office staff which children require text messages by Friday lunch time.

4) Team Points

Children throughout school are placed in three teams (Amber, Trent and Derwent) to encourage a sense of belonging and co-operation with others. They are given to children as a reward for good group, paired, class, team or sport team activities. Team points are displayed in each class room. They will be collected and totaled by Year 6 children and shared at the green assembly. The team point display is in the school hall. They will be displayed using a star indication system. The winning team each half term will be rewarded with an extra playtime.

Behaviour Guidelines

Sanctions

Sanctions
Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, Executive Headteacher, Head of School (Lead Behaviour Professional), Assistant Head, Inclusion Manager/Mental Health First Aider and support agencies.
- Do everything reasonably possible to avoid suspension or exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.



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SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they continue with the unwanted behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

PREVENTING AND MANAGING CLASSROOM LOW LEVEL DISRUPTION **Stage 1 (Class Teacher)**

- Everyday classroom strategies including regulation and reset
- Classroom teacher to use re-direction strategies
e.g. Tim is everything alright over there? I'm looking forward to seeing your work.

Stage 2 (Class Teacher)

- Give a verbal warning.

Stage 3 (Class Teacher)

- Give and record first tick in 'Behaviour Log' and say the agreed phrase '*This is your final warning. Do you understand?*'

Stage 4 (Head of School)

- Give a second tick.
- Child escorted to designated **class**. Child to spend the rest of the session in that class.
- Direct to the 'Regulate and Reset' table in another classroom. Where appropriate the child can be given work to complete.
- 2 tick letter/text sent home.
- Attend one 'reflection'.

For persistent low level disruption:

- A half-day seclusion working alone without causing disturbance. This will mean the child is excluded from all in school activities during this time.
- Parents informed by letter/text signed by Head of School that behaviour is a cause for concern.
- Complete a **Behaviour Assessment Profile (BAP)** and share with Head of School.
- Head of School/Inclusion manager and teacher to decide support strategies for child/parent, to be written on Behaviour Support Plan.
- Head of School will check in with child and teacher weekly to monitor/reinforce expectations/praise.
- BAP to be completed and shared with Head of School every half term for child until behaviour is corrected

Behaviour Support Programme (BSP)

- Head of School/Inclusion and Class teacher meet with parents/child to agree the way forward.
- Behaviour plan to include: the identified problem, realistic targets with time frame, intervention strategies and zones of regulation.
- Daily feedback to child and parents via report card, using grades.



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- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Special Educational Needs.
- Consider Early Help Assessment.
- BSP to last a minimum of 2 weeks/a maximum of 20 weeks, and **reviewed fortnightly**.
- Head of School to continue weekly check ins with child/teacher.

Step 5 (Executive Headteacher/Head of School))

Persistent low level disruption continues

Behaviour Contract

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Plan to include clear/realistic targets for behaviour agreed (maximum of three).
- Plan to include clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child and parents via report card, using grades.
- Reviewed weekly.
- Weekly meeting attended by child, parents, class teacher, SLT and a member of the Governing body. Outside agencies where appropriate.
- If behaviour improves return to BSP.

Step 6 (Executive and Chair of LTC)

Suspension

- Parents, Chair of LTC, DDAT informed
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child and parents will attend a 'Return to School' meeting with the two members of the SLT and a Governor, to discuss expectations and targets. Child stays on Contract for a minimum of two weeks.

If behaviour improves remove from Contract to BSP. If not move to Step 7.

Step 8 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair of Discipline Committee, DDAT LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If reinstated child stays on Contract or BSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

SERIOUS INCIDENTS

Blue Cards (Physical): Fighting, biting, punching, slapping, aggressive pushing.

Green Cards (Verbal): Refusal, swearing, homophobic language, racist language, teasing, aggressive language.

The above lists are not exhaustive.

Step 1 (Class Teacher)

- First card issued
- Attend one 'reflection'
- Relevant letter/text sent home.



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Step 2 (Class Teacher)

- Second card issued
- Attend two 'reflections'
- Relevant letter/text sent home.

Step 3 (Head of School)

- Third card issued - inform Head of School
- Half a day seclusion
- Parents informed by letter/text/phone call.
- Inform Head of School
- Ensure appropriate work is set for the child during seclusion.
- Complete a 'Behaviour Assessment Profile' (BAP) and share with Head of School
- Head of School to decide support strategies for child/parent/teacher.
- Head of School will check in with child and teacher weekly to monitor/reinforce expectations/praise.
- BAP to be completed every half term for child until behaviour is corrected

Behaviour Support Programme (BSP)

- Head of School and Inclusion Manager/Class teacher meet. with parents/child to agree the way forward.
- Behaviour plan to include: the identified problem, realistic targets with time frame, intervention strategies and zones of regulation.
- Daily feedback to child and parents via report card, using grades.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Special Educational Needs.
- Consider Early Help Assessment.
- BSP to last a minimum of 2 weeks/a maximum of 20 weeks, and **reviewed fortnightly**.
- Head of School to continue weekly check ins with child/teacher.

Step 4 (Head of School)

- Fourth card issued - inform Head of School.
- Full day seclusion
- Parents informed by letter/text/phone call.
- Ensure appropriate work is set for the child during seclusion.
- Continue with BSP.

Step 5 (Executive Headteacher/Head of School))

Behaviour Contract

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Plan to include clear/realistic targets for behaviour agreed (maximum of three).
- Plan to include clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child and parents via report card, using grades.
- Reviewed weekly.
- Weekly meeting attended by child, parents, class teacher, SLT and a member of the Governing body. Outside agencies where appropriate.
- If behaviour improves return to BSP.



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Step 6 (Executive and Chair of LTC) **Suspension**

- Parents, Chair of LTC, DDAT informed
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child and parents will attend a 'Return to School' meeting with the two members of the SLT and a Governor, to discuss expectations and targets. Child stays on Contract for a minimum of two weeks.

Step 7 (Pupil Discipline Committee) **Permanent Exclusion**

- Parents, Chair of LTC, DDAT LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If reinstated child stays on Contract or BSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Behaviour Letters

In the majority of cases letters regarding behaviour will be sent home via the child. Parents will be informed their child has a letter via same day text. Staff should inform the office as soon as possible.

Children should remain in class at all times unless they are:

- Causing harm to themselves
- Causing harm to others
- Have a strategy identified in a behaviour support plan/safety plan/risk assessment,

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances a fixed term or permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property.
- Deliberate, persistent coughing/spitting on others.

Children with Additional Needs

The school acknowledges that reasonable adjustments can be made to routines for pupils with additional needs to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. This may be especially true of children with or being assessed for Education Health Care



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Plan (EHCP), Looked After Children (CLA), children experiencing bereavement or children affected by safeguarding issues.

Additional reward charts/strategies may be used as part of a behaviour support plan, but should result in use of school 'smiley' system for showing when targets are achieved over short periods.

Linked Policies

Anti-Bullying Policy
Charging and Remissions
Child on Child Abuse Policy
Feedback and Marking Policy
Health and Safety Policy
Lunchtime Procedures Policy
PE Policy
Reasonable Force Policy
Safeguarding Policy
Suspension and Exclusion Policy
Uniform Policy
Whistle Blowing Policy
Whole School Food Policy

Written: April 2014

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Next review: July 2026



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Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Consider the needs of all children.
4. Make sure the children know what they are doing and that their work is matched to their ability.
5. Be aware of what is going on around you.
6. Do not be static.
7. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words