

This policy should be read in conjunction with:

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

Our Ethos

At The Lyceum School, we aim to provide our youngest children with the skills and qualities we believe will enable them to grow into kind citizens and successful learners. We encourage good behaviour and look to praise good behaviour at every opportunity. Teachers will praise all good behaviour in order to motivate the children to make positive choices. We embrace the unique qualities of every pupil in our care and tailor our curriculum to meet the needs of all children. This is reflected through the expectation of children in Reception and Key Stage 1 to embrace our philosophy of ‘making good choices’ whilst at school.

Good choices are namely:

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

Celebrating Good Choices

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

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

As a school, we strive to include all children, but some individuals may require flexibility within this system owing to specific needs. These individuals will be supported by the school SENDCo on a personalised level.

Visual Behaviour Chart

In the Reception and Key Stage 1 classrooms a visual behaviour chart is displayed. This supports children to both recognise when they have made a good choice and feel proud, and to understand when an action they have chosen may have been unkind or hurtful towards another child. It is introduced at the beginning of term and regularly revisited to reinforce the general expectations of the school environment.

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

House Points

Each pupil is placed in one of our four houses when they join the school. They attend termly House Meetings and take part in our Sports Day and other House events where they compete against one another. House Points can be awarded for exceptional work, trying hard at something, and for good behaviour choices. House points are recorded on our online system and on a visual chart in each classroom.

House points awarded for:

- Good pieces of work for each child
- Demonstrating our Pillars
- Positive behaviour
- A child going above and beyond
- Trying hard & perseverance
- Excellent homework or project
- Leadership skills
- Improved reading and writing
- Good organisation and independence

House System Procedures

A maximum of 2 house points are awarded at any one time. Certificates will be awarded throughout each term for 50, 100 & 150 house points – when children reach these thresholds, they receive their certificate in Friday assembly and parents are invited to attend.

Sanctions

When children display repeated unkind or dangerous behaviour, we teach them to know that consequences/sanctions will follow. Discipline does not need to be severe to be effective in helping a child see where they went wrong and how to behave in a better way in the future. The following sanctions are flexible and are applied according to the severity of individual circumstances. We do not believe that collective punishment is effective. Instead, we ensure that any sanction is appropriate, individually focused and proportionate.

Each class will have an online class behaviour booklet/chart which monitors the weekly behaviour of the class. This can monitor positive and negative behaviour.

At the start of the year, all children will be required to sign the following behaviour contract for Steps 1 – 3. These contracts will be printed, signed by the children and kept in a class folder.

Behaviour Contract

When I demonstrate unacceptable behaviour, these things will happen:

Step 1:

- I will receive a verbal warning where I will be reminded of the rules – I will have two verbal warnings. If this does not help, then I will receive:
- A visual warning on behaviour display
- I will be asked to move places/seats (within class)

Step 2:

- If Step 1 does not help me improve, then I will be asked to move to another room in the school to reflect on my actions and talk these through with another adult (Monday and Friday to Miss Lamond and Tuesday to Thursday to Mrs Machado. I will have thinking time in a quiet place to reflect on my behaviour and talk through my actions with another adult. The aim is for me to return to the classroom and make good choices.
- If I behave inappropriately again, I will lose 5 minutes of my Golden Time on Friday, and this will be recorded by my teacher in the class behaviour booklet.

Step 3:

- If Step 2 does not help me improve, then I will be spoken to by Mrs Taggart and my parents will be informed of my behaviour by my class teacher.

Step 4:

- A face-to-face discussion will take place with the parent(s) and class teacher and Mrs Taggart.
- An internal exclusion for a 'one off' serious offence – moving to another class for the day.
- All Step 4 entries will be recorded in the Behaviour Book overseen by Mrs Taggart.

Step 5:

- The child will be referred to the Headmaster.
- Suspension - the child may be told to stay at home for one or two days.
- A letter from the Headmaster will be sent home from the school by post, and the child will be set work to complete by their class teacher.
- On return to school, the child's behaviour will be logged and monitored by Mrs Taggart. If this behaviour continues further, the child's parents will meet with the Headmaster and if necessary, the child will be permanently excluded.

The most serious behaviour/sanctions that involve exclusions or suspensions will be logged in the School Sanctions Log by the Headmaster. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded on CPOMS. These are reviewed weekly by Mrs Taggart who tracks trends and addresses repeated offences.

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

The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, this would be a decision made by the Headmaster.

Parent Partnership

Where the behaviour of a child is causing concern, it is important that all those working with the child in school and at home are aware of these concerns, and steps are being taken to address this. The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with the problem and encouraging positive behaviour . We encourage good behaviour and look to praise good behaviour at every opportunity. Teachers will praise all good behaviour in order to motivate the children to make positive choices

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

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- Online Safety Policy
- Anti-Bullying Policy

We expect everyone at our school to follow the rules and be polite, respectful, and well-mannered at all times. However, as a school, we strive to include all children. Some individuals may require flexibility within this system owing to specific needs. These individuals will be supported by the school SENDCo on a personalised level.

The rules that we have are simple and are not difficult to learn. We will teach your child these in our assemblies and in PSHE lessons.

We aim to:

- Create a safe environment
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Promote honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Provide a caring and effective learning environment
- Emphasise the importance of being valued as an individual

Expectations

At the beginning of the school year, rules and the need for them are discussed in class and throughout the year in weekly assemblies. These are designed to make the school a productive and rewarding place for everyone.

Our Values

Our school is founded on the four pillars of kindness, creativity, confidence and community. These pillars are embedded in everyday learning and the structural pillars of the school serve as key visual reminders for every child.

House Points

Each pupil is placed in one of our four houses when they join the school. They attend termly House Meetings and take part in our Sports Day and other House events where they compete against one another. House Points can be awarded for exceptional work, trying hard at something, and for good behaviour choices. House points are recorded on our online system and on a visual chart in each classroom.

House points awarded for:

- Good pieces of work for each child
- Demonstrating our Pillars
- Positive behaviour
- A child going above and beyond
- Trying hard & perseverance
- Excellent homework or project
- Leadership skills
- Improved reading and writing
- Good organisation and independence

House System Procedures

A maximum of 2 house points are awarded at any one time. Certificates will be awarded throughout each term for 50, 100 & 150 house points – when children reach these thresholds, they receive their certificate in Friday assembly and parents are invited to attend.

Rewards

We believe that rewards have a motivational role, helping children to see good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Other forms of rewards include:

- Star of the Week Certificates – these are awarded for being the best in the class that week and parents are invited to attend our Celebration Assembly where the certificate is given.
- Golden Time – for following the school rules all week
- Pen Licence – these are awarded by the Headteacher in assembly to pupils who have consistently neat and well-formed handwriting
- End of Term House Party – for the House that has the most House Points

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

Sanctions

We believe that rules are there to be adhered to. If a pupil chooses not to do so, then consequences will follow. When a pupil shows unacceptable behaviour, the following actions will be taken by the school:

- All children will be required to sign the following behaviour contract.

Each class will have an online class behaviour booklet/chart which monitors the weekly behaviour of the class. This can monitor positive and negative behaviour.

Behaviour Contract

When I demonstrate unacceptable behaviour, these things will happen:

Step 1:

- I will receive a verbal warning where I will be reminded of the rules – I will have two verbal warnings. If this does not help, then I will receive:
- A visual warning on the behaviour display
- I will be asked to move places/seats (within class)

Step 2:

- If Step 1 does not help me improve, then I will be asked to move to another room in the school to reflect on my actions and talk these through with another adult (Monday and Friday to Miss Lamond and Tuesday to Thursday to Mrs Machado. I will have thinking time in a quiet place to reflect on my behaviour and talk through my actions with another adult. The aim is for me to return to the classroom and make good choices.
- If I behave inappropriately again, I will lose 5 minutes of my playtime on the day of the incident or 5 minutes of golden time on Friday, and this will be recorded by the teacher in a class behaviour booklet/chart.
- Each class will have a class behaviour booklet/chart which monitors the weekly behaviour of the class.

Step 3:

- If Step 2 does not help me improve, then I will be spoken to by Mrs Taggart and my parents will be informed of my behaviour by my class teacher.
- I may lose my position of responsibility if deemed appropriate.
- I will receive a lunch time detention with Mrs Taggart or Miss Lamond, which will require me writing a letter, taking responsibility for my actions.

Step 4:

- A face-to-face discussion with parent(s) and class teacher and Mrs Taggart.
- An internal exclusion for a 'one off' serious offence – moving to another class for the day.
- All Step 4 entries will be recorded in the Behaviour Book overseen by Mrs Taggart.

Step 5:

- The child will be referred to the Headmaster.
- Suspension - the child may be told to stay at home for one or two days.
- A letter from the Headmaster will be sent home from the school by post, and the child will be set work to complete by their class teacher.
- On return to school, the child's behaviour will be logged and monitored by Mrs Taggart. If this behaviour continues further, the child's parents will meet with the Headmaster and if necessary, the child will be permanently excluded.

Parent Partnership

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

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

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

The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, this would be a decision made by the Headmaster.

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The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

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