



Shine like Stars



LOWDHAM C of E PRIMARY

Behaviour Policy

‘Shine like stars’ Philippians 2:15

Love others – “My command is this: love each other as I have loved you.” John 15:12

Everyone join in – “How good and pleasant it is when God’s people live together in unity!” Psalm 133:1

Always do your best – “Work at everything you do with all your heart.” Colossians 3:23

Reach out – “Do to others as you want them to do to you.” Luke 6:31

Never give up – “I can do all this by the power of Christ. He gives me strength.” Philippians 4:13



MISSION STATEMENT

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance.

We try to instil positive moral values and attitudes in our pupils which they will carry with them long after they have left us, helping them to become respectful, caring adults and good citizens.

Principles

- The Governors of **Lowdham CofE Primary School** believe in fostering an ethos where all involved with the school know how they are expected to behave.
- **Lowdham CofE** is an inclusive school. All members of the school community should believe that consistent behaviour of the highest standards enables children to progress in all aspects of school life.
- Furthermore, all staff should be able to teach and promote positive behaviours without undue interruptions or harassment.
- All children, staff and volunteers have the right to feel safe at school at all times. All those involved with the school should promote positive behaviours, help to build self-discipline and encourage respect for others.
- Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
- To ensure standards are expected and met, the whole school community should have a clear understanding of the school's sanctions and rewards systems and apply them consistently and fairly.
- Parents/carers should be encouraged to support the school's ethos; ensuring that good behaviour is the norm. The responsibilities of the children, parents/carers and all school staff, with respect to children's behaviour, are outlined in the Home-School-Agreement.
- The School Values (seen on the cover) should be displayed in all classrooms and other relevant parts of the school and shared with and explained to all children.
- The governors expect these values to be consistently applied by all staff and regularly monitored for their effectiveness.
- The school should celebrate good behaviour; reinforcing expectations and instilling positives morals.
- The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact.
- The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.

All this is done so that the behaviour in school is consistently modelled, expectations are high and a calm ethos permeates through the school. This is how we ensure that all staff and children 'shine like stars'.

At **Lowdham CofE Primary School**, the care, safety and wellbeing of the children and staff is vital. This policy has been written in conjunction with several others: anti-bullying, child protection, mental health, health & safety. We are a relational school that seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment.

At Lowdham CofE Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through **Emotion Coaching** and being '*attachment aware*', both children and adults are able to manage their behaviour and to create an environment that is conducive to quality learning. We understand that part of our role, in partnership with home, is to help



pupils to understand what is right and wrong; it is our belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, we hope way beyond school.

Our school is committed to the emotional mental health and well-being of its staff, pupils and families. We offer structured support through our qualified ELSA (Emotional Literacy Support Assistant) and through our trained staff. This is not simply an added bolt-on; this is something we deem as vitally important for all who work and learn at Lowdham.

In recognising and accepting these responsibilities we aim to:

- ☒ Develop a caring community in which all members have respect for the dignities, rights, values and needs of others regardless of race, religion, disability or gender.
- ☒ Provide an education to help pupils to develop the knowledge, skills and understanding required to realise their aspirations as well as the desire to use them.
- ☒ Help pupils to assess their own values and their relationships with others, developing personal motivation, self-discipline and the necessary social skills.
- ☒ Help all children to become self-disciplined, able to accept responsibility for their own actions and to make positive choices.
- ☒ Prepare pupils for their adult lives in the home, at work and in the wider community and become contributing members of society – even to become courageous advocates (to stand up for a person or a movement and by doing so sacrificing something important to themselves for the betterment of others).
- ☒ Foster an openness of mind, which maintains an interest in learning as a continuing process throughout life.
- ☒ Develop in all children the ability to listen to others, co-operate and to appreciate other ways of thinking and behaving.

Within the school, we seek to provide a framework which sets down guidelines for our pupils with regard to expectations as to their general conduct and which also outlines the incentives available to reward effort and achievement.

We aim to:-

- ☒ Recognise success in academic and non-academic spheres;
- ☒ Build self-regulation of emotions and behaviour through emotion coaching;
- ☒ Develop a foundation for good citizenship; and
- ☒ Promote Christian care for each other within the school ethos and the wider community.

We pride ourselves on excellent relationships and high level of care with children and families. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support, which we will provide without diluting our high expectations.



*Our ethos builds relationships by recognising every child, building self-esteem and self-awareness. Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration. Our approach to learning supports recognition and inclusion for all within the local, national and international community. Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities to ensure that everyone **shines like stars**.*

Policy into Practice: -

Rewards: Rewards come in four main forms at our school: -

- ✓ Smiles and Whizz Cards (Individual)
- ✓ Star Pupils (Individual)
- ✓ Headteacher (HT) Award (Individual or Collective)
- ✓ Shine Cards (Collective Call Reward)

Smiles: These are awarded in Reception and Year 1 for positive behaviour and attitude in class/other areas of school life. When a pupil has collected 25 smile stickers on their individual chart, they will be presented with a *Smile* Certificate in Celebration Assembly.

Whizz Cards: These provide a cumulative system in Key Stage 2 which gives a more tangible reward for good work or positive behaviour. Pupils earn 'Whizz Cards' throughout the week. At the end of the week all 'Whizz Cards' are placed into a box and the Class Teacher will draw names at random. Children whose names are drawn are rewarded with a class treat.

Star Pupils: 'Star Pupil' status is awarded weekly for any notable class achievement. Each week Class Teachers will choose two 'Star Pupils' for their class. One for a general reason and one linked to the Lowdham Learner Value or Heart Smart Theme for that week. 'Stars Pupils' names are recorded on a form with the reason they've been selected which is then shared with parents via Class Dojo. Names are announced in Celebration Assembly and pupils receive a 'Star of the Week' sticker. Star Pupils then also join Mr Jones on a Friday afternoon for Hot Chocolate and a Biscuit in the Hub.

Shine Card: 'Shine Cards' are a collective whole class reward given to classes for positive behaviour and encourage pupils to work as a team. 'Shine Cards' can be awarded to classes for a variety of reasons e.g. Positive learning behaviour, transitions around school, positive manners in the lunch hall, positive behaviour on class trips. Classes compete for the total amount of 'Shine Cards' earned each week in each Key Stage. The totals are shared in Friday's Celebration Assembly and the two classes with the highest totals of 'Shine Cards' are announced. KS2 compete for the 'Shine Trophy' and Reception Class and Key Stage 1 compete for 'Sparkle' (cuddly toy) who spends the following week in that Class. Each award comes with a number of privileges for the whole class.



HT Award: Children can be nominated for this award because of an extraordinary achievement in or out of school. HT Awards can be given for being a 'Change Maker' or demonstrating 'Heart Smart' values.

Home/School Transfer

Underlying this policy is the availability and transfer of information between school and home so that parents can celebrate their child's success in differing fields, thus fostering the encouragement of the individual in all aspects of his/her school life. We use Reading Diaries/Planners as a channel for communication. Class Dojo is also used as a means of sending direct messages between parent and teaching staff and as a public (for families of the specific class only) wall to share photos, updates and reminders.

Procedures

We seek to encourage self-discipline and self-regulation of emotions, which is then praised and rewarded. When lapses of conduct occur, we seek to keep parents fully informed through a face-to-face conversation, through Class Dojo or a phone call.

At Y2 and above, sanctions may vary according to the type of behaviour presented. Only those situations in which health and safety is compromised, will we escalate beyond the **steps**. E.g. A child hits another child in anger – this would progress straight to **step 3** and appropriate sanctions would follow, including a conversation with the child's parents.

STEPS

Step 1 – pupil receives verbal warning – this is recorded on the chart.

Step 2 – short conversation after lesson from the teacher to the child.

Step 3 – SLT are informed; the child is spoken to by the HT or DHT.

Step 4 – parents are informed – this could be face-to-face or through a message (phone call/Class Dojo).

The headteacher receives class lists for behaviour every week with a record of children and what steps they may/may not have received that week. The headteacher will collate this information at the end of each half-term to see if there are recurring trends (days, groups, teachers etc.). Any severe cases or regular step 2s and 3s will be noted and dealt with by the headteacher accordingly.

Transitions

Behaviour in lessons is good and we want this level of calm to permeate into their playtime and movement from class to hall to outside.

End of break/playtime.

1st whistle – this stops all children.

2nd whistle – this gives the instruction to move to their lines.

3rd whistle – all children should be lined up smartly and silent.



To incentivise the children, a running total is kept each day on which class has lined up the best – quickest, smartest, quietest. This class will be allowed to have sole use of the all-weather pitch on Friday afternoons.

Managing behaviour

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school, to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The headteacher will keep a record of all reported incidents (Behaviour Log) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will monitor changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Following repeated incidents of unacceptable behaviour, the following sanctions may be implemented:

- The headteacher will consider whether the pupil should be **suspended**, and will determine the length of the suspension. In the most extreme cases, a fixed term suspension could lead to an exclusion as outlined in the [DfE's policy](#).
- 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 the 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 Plan will be created to outline the necessary provisions in place.



Following further incidents of unacceptable behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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 e.g. equality, SEND or human rights.

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 contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies and sanctions for unacceptable behaviour

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

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
 - Providing mentoring and coaching
 - Short-term behaviour report cards
 - Long-term behaviour plans
 - Engagement with local partners and agencies
 - Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education, will be considered where serious concerns about a pupil's behaviour exist.

Preventative measures for pupils with SEND



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Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the **STEPS** approach will still be used to assess, plan, deliver and review the impact of support being provided; it will be given the appropriate amount of flexibility needed when dealing with pupils with SEND.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or a relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies*

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

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation e.g. that if they stop the behaviour, 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 your work" becomes "if you return to your seat, I can help you with your work".
- Using Emotion Coaching to help the child regulate themselves or to open up a conversation to support the child in their decision-making and regulation.

**See the Physical Intervention process (appendix 1).*

Emotion Coaching – what this looks like in practice.



Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Five key steps are involved in Emotion Coaching (Gottman):	Three Key steps promoted via Kate Cairns Associates (and therefore many schools in Notts)	Four steps (Emotion Coaching UK)
Step 1. Becoming aware of the child's emotions Step 2. Recognising the emotion as an opportunity for intimacy and teaching Step 3. Listening empathetically, validating the child's feelings Step 4. Helping the child find words to label the emotion Step 5. Setting limits and explore strategies to solve the problem at hand.	Step 1. Recognising, empathising, validating the feelings and labelling them 'Connection before correction' (Golding et al, 2013) Step 2. Setting limits on behaviour Rapport before reason Step 3. Problem-solving with the child or young person	Step 1. Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone') Step 2. Validating the feelings and labelling ('This is what is happening, this is what you're feeling') Step 3. (if needed) Setting limits of behaviour ('We can't always get what we want') Step 4. Problem-solving with the child/young person ('We can sort this out')

Bullying

Bullying in any form is not tolerated here at Lowdham CofE Primary. We have a team of Anti-Bullying Ambassadors who are working towards the Diana Award; they lead on this and share how we should combat bullying and stand up to it. **We are upstanders not bystanders!**

Bullying is dealt with swiftly, recorded appropriately and checked regularly.

Our Anti-Bullying policy sits alongside this one and can be found on the website or from the school office.

Lunchtimes

Our experienced lunchtime staff have received the same emotion coaching training as all the other staff and are also 'emotionally aware', which helps to ensure we are a relational school. The same **steps** apply to lunchtimes as they do to the rest of the school day. A range of activities are available during lunch to engage the children such as: sports led by Y6 and the PE apprentice, reading areas and opportunities to come inside if children need time out.



Playtimes

At least 3 members of staff are always on duty outside. Any problems are dealt with immediately. Children who misbehave may be asked to stand by the back entrance to take the heat out of the situation; they will be encouraged through the emotion coaching model of conversation to process their feelings and, with support, identify a way of reparation. Consequences will be appropriate/individual and will follow the **steps** model. This will be communicated to the class teacher and referred to the Headteacher if the problem has been serious. On a Monday morning at 8:30am all staff meet and a 'Children First' agenda item discusses the previous week's playtimes. Children who need help to behave well at playtime are identified and specific support is planned.

Children with Special Educational Needs

Children with SEND or a significant behaviour issue (seen in an EHCP or attachment/trauma or IEP, behaviour plan) may need a small step, personalised behaviour reward/sanction system with short-term achievable targets set which is regularly reviewed. In extreme cases, a Pastoral Support Programme will be in place to address the needs of the child and other agencies involved.

APPENDIX 1

CRB: Physical Intervention

The Use of Physical Intervention

It is anticipated at **Lowdham CofE Primary School** that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person themselves) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Headteachers and School staff.

The necessary use of any physical intervention at **Lowdham CofE Primary School** is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

Read the full Coping with Risky Behaviours (CRB) /Physical Interventions Policy for more information.

Reviewed and ratified by Governing body	Summer Term 2025		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Summer Term 2026		