

Lickhill Primary School

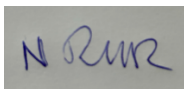


Behaviour Policy

Date of policy reviewed: September 2024

Ratified by the Governing Body on: 02/12/24

Signed :



(Chair of Governors)

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

1. Rationale/Introduction

1.1 The school behaviour policy (incl. EYFS where appropriate) is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy and secure within a spirit of mutual respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.2 At Lickhill Primary School we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. In order for our children to learn effectively we accept that time must be invested in establishing and reinforcing our expectations of good behaviour.

1.3 The development of positive social, emotional and learning behaviours is at the heart of our approach.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ

(Duckworth and Seligman, 2005)

1.4 This is an updated policy following new guidance and developments in behaviour management – February 2024. It's aims reinforce the views that schools should “develop and implement whole school cultures with high expectations of behaviour in order to establish calm, safe and supportive environments conducive to learning.” At Lickhill, this is paramount in our ethos and beliefs in our Thrive practices and ensuring there are links to attendance policies, KCSIE 2024 policy, equality act 2010 and SEND review of 2014.

Behaviour in schools – guidance

[Behaviour in schools - GOV.UK](#)

KCSIE 2024

[Keeping children safe in education 2024](#)

Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

SEND Code of Practice 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

Attendance

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Suspension and permanent exclusion

[Suspension and permanent exclusion guidance](#)

Use of reasonable force

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, Screening and Confiscation Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

2. Aims and Objectives

2.1 We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives, become independent, enthusiastic learners with a willingness to take risks.

2.2 From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness to be fully equipped for an ever changing and fast paced future.

2.3 We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child.

2.4 Being able to manage and understand their emotions, to apply thinking between feeling and action and to increasingly show empathy and understanding to others is core to our work.

3. Strategies/Implementation

All staff and pupils should work in a school culture which acknowledges **dignity, kindness** and **respect**.

3.1 We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes and culture within our school.

3.2 The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other, as our example has an important influence on the children.

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

3.3 Pre-School

At Lickhill Pre-School we encourage an ethos of kindness, dignity and respect. This thread runs through our approach with our children, staff and families.

We encourage an awareness of positive behaviour through teaching the prime areas of Personal Social and Emotional Education. Children learn by example and we believe this is an integral part of everything we do.

Our commitment to our ethos:-

- To create an environment where we respect the rights of every child
- To create an environment where positive behaviour is celebrated by reinforcement and praise
- Consistency in approach
- A mutually supportive setting where we embrace parent partnerships with communication between children, parents and carers
- Inform families of our policy and to encourage co-operation and support
- Praise and acknowledge positive actions by shining the light on positive behaviours
- Staff to support children to verbalise frustrations through modelling; "I can see that upset you, let's see if we can work it out together."
- Model sharing and turn-taking
- Promote the language of safety

Thrive

3.4 Thrive underpins our whole approach to relationships within our school community at Lickhill. It is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in break and lunchtimes where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

3.5 Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

3.6 Life events can introduce episodes which become interruptions to some children's development. The THRIVE programme supports adults in creating a differentiated provision in response to need

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in Key Stage One and Two or reparatively with older children THRIVE supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

3.7 With a programme of continuous development, our vision is for all our staff to be trained as THRIVE Licensed Practitioners or have the main elements of brain science and the Thrive approaches delivered to them through training opportunities. Staff can then use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress. Our Thrive room offers a space for one to one work and 'Come Dine with Me' during lunchtime.

Vital Relational Functions

3.8 We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as the Vital Relational Functions. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998). These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- Attunement: The adult will attune to the pupil's emotional state, demonstrating an understanding of the intensity and pitch of the child's emotional state.
- Validation: The adult will validate the pupil's emotional state, demonstrating an understanding of their perspective and feeling.
- Containment: Physical containment – the adult will contain the child within the classroom by removing the other children.

or Emotional containment – the adult constructs a "bubble" around the child to support the child's emotional state – Both ensure the child feels safe.
- Soothing: The adult will support the child to regulate themselves.

3.9 At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour. This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

PLACE – Dan Hughes

3.10 Dan Hughes spells out the key features that can help children grow a healthy sense of themselves. He suggests these 5 qualities make up the best background atmosphere for emotional learning – PLACE: P=Playful L=Loving A=Accepting C=Curious E=Empathic

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

Five with Thrive approach

3.11 To promote the importance of the values and attributes of good citizens and develop life-long social skills, all stakeholders (pupils, parents, staff, governors) have developed the five key attributes we expect our children to demonstrate. These are:-

- Respect
- Kindness
- Resilience
- Teamwork
- Positivity

These five key areas have been developed in light of the new challenges our children are facing in the ever-changing world. Above all, when children leave Lickhill Primary School, they need an intrinsic understanding of these five values so that they can enter the wider world equipped with fundamental life skills to help them succeed and thrive in society.

[Early Help mental health and emotional wellbeing | Worcestershire County Council](#)

Monitoring Behaviour and Feedback to Pupils

3.12 In all classes, staff meet and greet the children as they arrive at school with SLT (Senior Leadership) and Thrive Ambassadors (Y6 children) at the gate with class teachers and support staff in class. This is to attune and gauge the emotional needs of the children as they arrive at school. Some classes self-register their emotional states, whilst others target individual children, touching base with known, key adults before they start the day. As a result, any concerns are acknowledged, and suitable provisions are put into place. This is a pro-active approach rather than a reactive one.

Expectations

3.13 We expect everyone at Lickhill Primary to behave respectfully all times. This means that all members of our school community are expected to always:

- be polite and courteous;
- listen to others;
- treat others with kindness;
- be helpful to others;
- try their best;
- respect equipment, resources, property and the environment;

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

- behave in a safe way;
- look smart and tidy.

In order to maintain high standards of behaviour and conduct a positive climate for learning it is vital that these expectations are applied consistently by all staff across the school.

Five and Thrive Wheel

After discussions with children, parents and staff, we created our Five and Thrive Wheel as a vehicle to support our children to achieve the above expectations. The language and wording on the wheels state these values clearly at an age-appropriate level and also provides explicit positive examples of what each of these values looks like in life. Our staff are trained to explicitly articulate why a child is being rewarded for a particular value e.g. "Nigel, I am moving you to green for RESPECT on the Five and Thrive Wheel because you were showing me you were ready to learn and listened well to instruction given."

Feedback from children, informed us that with our previous approach to behaviour, children didn't always have a clear understanding of why they had been praised or sanctioned. What we know about the brain is that if something is repeated at least 500 times, a new synaptic pathway is created, making this behaviour automatic; this is why our staff articulate the reasons for either the praise or the sanction of behaviours.

If a child is starting to show more negative behaviours, either in lessons or around school, they may be moved towards the centre of the board's yellow or orange area to demonstrate they need to take time to consider their behaviours. At this point, it is not a punishment, it is a learning opportunity and the child will be supported and given a chance to show a positive example of one of our 5 values. For example, "Nadia, taking your friend's ruler without asking was not a good example of kindness. Take a moment to reflect on this and look at what good examples of kindness are and show this. I'll be watching closely to see you succeed in this area."

If poor choices continue, consequences for these low-level behaviours will start to be actioned. Higher-risk behaviours and repeated low-level ones will carry higher levels of sanctions. However, at Lickhill we believe that behaviours can only be changed when children are given opportunities to reflect and learn from their mistakes.

"Making up is more important than messing up!" Zeedyk 2019

When we are given opportunities to reflect and learn from our mistakes with a supportive model of how to achieve this, we are more likely to change these behaviours for good.

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

Rewarding good behaviour at every opportunity

3.14 We will try to catch children showing positive behaviours in all situations and recognise this appropriately. All adults will use informal and instant recognition and praise around school as often as possible.

3.15 Children may be shown a hand gesture to non-verbally acknowledge one of the 5 values so that they may move into the green zone for that attribute without stopping the flow of the lesson. At a time which does not distract from the class learning, an adult will explain why that value was praised- always reinforcing why this behaviour and attribute has been spotted with explicit language.

Positive Behaviour Management

3.16 Our procedures are designed to make it clear to the children how they can achieve acceptable standards of behaviour. We celebrate positive behaviours both in the classrooms and with our weekly Five and Thrive certificate. Our ultimate aim is for our children to have an intrinsic drive to do and behave in the appropriate way as good citizens because it feels good and is the right thing to do.

House Points

3.17 House points should be awarded for excellent academic achievement in school work and homework. They can be given for modelling excellent behaviours and attitudes to learning (from the wheel); for sporting attributes which align well to the Five and Thrive Approach; during break and lunchtimes for showing all areas of the wheel.

3.18 Gaining house points means working as a team within class and as a whole community in school. Gaining rewards for the whole team will have a team reward at least each term.

Five and Thrive Award

3.19 Each week staff will nominate one child for a Five and Thrive Award for exceptional respect, kindness, teamwork, resilience, positivity or their class personal Thrive target. This is awarded in the Friday assembly with a Five and Thrive certificate and is communicated to our school community on the newsletter, including a special afternoon tea with the Principal and time with the animals!

3.20 We recognise that parents take pleasure in being informed when their child has achieved something positive so that they can celebrate this at home and encourage their child to feel proud. Parents could receive a comment in the home-school diary, on the class See Saw platform, or verbally at the gate; highlighting the success of their child.

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

Negative behaviours - Consequences and Sanctions

3.21 Depending on age or stages of development, staff will deal with any negative behaviours in a variety and series of approaches. These could include, (but are not limited to):- appropriate amount of verbal warnings with reminders of clear expectations, time and opportunities for children to reflect and alter their behaviours (sometimes outside of the classroom for a short time). Positive behaviours are reinforced and expectations are always made clear. If behaviours escalate and these warnings are not heeded, then further actions will be required.

3.22 Further actions will then need to be taken with consideration to the age, offence, background trigger or other situation behind their behaviour. These could include:- spending reflective time in another supervised classroom or area with appropriate work or tasks to complete; removal of break or some lunchtime activity to ensure children are safe; involvement of SLT and then discussion with parents. Reflective discussions will take place on the best way to move forwards with an agreed time frame for improvements to be made.

3.23 If the above situation has failed to improve behaviour, then the next step might be an individual chart or report card issued to monitor behaviour. These will be implemented if there are persistent issues around behaviour and attitude and parental discussion will occur. Clubs are a privilege – not an entitlement, therefore a child's attendance at a club will be discussed at this point. This includes after-school wrap-around club and no refunds will be made.

3.24 We aim to focus on positive behaviour and achievement but when a child forgets a classroom/school rule, or breaks it on purpose, consequences will be used consistently and fairly. Consequences for actions are very important and a message goes beyond the punishment itself. We will not accept behaviour that affects the learning and well-being of others. This also includes bullying of all kinds and forms at any time (both in and out of school including online). Therefore, if children do not conform to classroom/school rules and codes of conduct one or more sanctions may be applied.

3.25 Types of persistent, anti-social behaviour at playtimes, lunchtimes or other times including lesson times that should warrant a report card:

- Inappropriate language, including discriminative language, gesture or action
- Fighting / Physical aggression
- Bullying in all forms
- Continued inappropriate behaviour despite several warnings
- Absconding

For some of these behaviours, and dependent upon the circumstances at the time, an agreed period in isolation, or a fixed-term exclusion may be more appropriate.

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

3.26 All major incidences and those of a racial, discriminative nature including inappropriate and unacceptable online behaviour will be formally logged.

3.327 In cases where behaviour is extreme and rules are consistently broken, despite all positive approaches being given, and extensive Thrive support and 1:1 work being developed, then an exclusion from school may be issued. These would be either suspensions, or permanent exclusions.

Next steps	Next steps	Next steps
Move on the value board	Pre- warning – quiet word reinforcing desired behaviour – no shame	Discussion with SLT
Verbal praise	Move to yellow on value chart	Isolation
Visit to other teacher to share work	Verbal warning given	Loss of playtime – option to lose multiple playtimes/ lunchtime Complete behaviour reflection with SLT
Visit to SLT	5 minute time in – quiet space in class	Inform parents – phone call
Message home	CPOMS recorded	Parent meeting face to face
Value of the week certificate	Loss of playtime – complete behaviour reflection with adult	Repeated / High Risk behaviours:
Golden time?	Inform parents on Seesaw	Report card
	If behaviour continues, or is clearly intentional it becomes an orange consequence	Suspension
		Exclusion

Suspensions

3.28 Depending on the type of behaviour and reason behind such behaviour, a set number of days suspension from school will be organised. A letter will be sent home and a meeting with parents/carers organised to explain the reasons for the suspension. Work will be sent home with the parents/carers and a return to school meeting organised to set conditions and rules for reintegration into school.

Permanent exclusion

3.29 This is a last resort and will only be issued in response to a serious breach, or persistent breaches, of our school's behaviour policy. In allowing the pupil to remain in school, it would seriously harm the education or welfare of the pupil or others in school. Current statutory guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' (2022 update) will be followed in these cases to ensure all legal requirements are followed correctly.

[Suspension and permanent exclusion guidance](#)

4. Prohibited items, searching pupils and confiscation

4.1 The Principal and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

However, only routine searches will take place in school. This could mean asking a student to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. School property such as drawers could be searched if there is a reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place. These are some of the Prohibited items at Lickhill:

4.2 The prohibited items where reasonable force may be used are:

- Knives or weapons/bladed articles
- Alcohol
- Illegal drugs or legal highs
- Shisha Pens/e-cigarettes/vape pens
- Stolen items
- Tobacco or cigarette papers
- Cigarettes
- Cigarette lighters
- Matches
- Fireworks
- Pornographic images or material
- Recordings that would invade student and staff privacy
- Laser pens
- Mobile phones which have not been put in class safe box and switched off – (in line with safeguarding in primary schools)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

This list however is not exhaustive. The school can also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images. In unusual circumstances confiscated items may be available for students to take home at the end of the day, unless:

- returning the confiscated item is deemed inappropriate or dangerous
- when the confiscation is not a students' first offence.

4.3 Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

4.4 The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

In these circumstances it may be necessary to contact parents/carers for their support and to arrange an appropriate time for them to collect any items that can be returned. Confiscated knives, weapons, items believed to be stolen or illegal will be passed on to the police or disposed of by the school.

Bringing banned items into school may result in a suspension or permanent exclusion.

5. Physical intervention and Extreme behaviours

5.1 In the unlikely event of a pupil's behaviour presenting a serious danger to themselves and others and/or threatening good order within school, 'Positive Physical Intervention' techniques need to be adopted by fully accredited and suitably trained staff. This will always be used as a very last resort after other de-escalation strategies have failed. Parents will be always be contacted in the unlikely event of this happening. Parents of pupils where there is a history of challenging behaviour at school will be requested to complete a 'Positive Handling Plan' with a member of the Senior Leadership Team.

5.2 In cases where behaviour is extreme and rules are consistently broken, despite all positive approaches being given, and extensive Thrive support and 1:1 work being developed, then a suspension or an exclusion from school may be issued. These would be either suspensions, or permanent exclusions. – see above.

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

5.4 As stated, physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

5.5 After an instance of physical intervention, the pupil will be immediately taken to the Principal, and the pupil's parent will be contacted. Where appropriate, the Principal may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

5.6 Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Principal as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

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

5.8 When working with children with SEND, we also refer to the SEND code of Practice – section 9.93 – “where the child or young person’s behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others”. In this case – where the behaviour is not linked to the SEND need – rather it is a choice, then this would fall into the same category as other children and a suspension or exclusion may be applied.

6. Behaviour outside of school premises

6.1 Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

6.2 Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

6.3 Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

6.4 Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. This includes behaviours online.

6.5 The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

6.6 Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

7. Use of Restorative Justice

7.1 Restorative Justice may be employed when appropriate. This is when the two parties are brought together to discuss what has happened once they have both had time to calm. A teacher or Achievement Assistant will help organise this meeting, chairing the process to enable both sides to put their point of view across fairly. The Social and Emotional Aspects of Learning and Thrive strategies are adopted across the school and there is on-going work to embed this into our curriculum.

The table below outlines the consequences and sanctions at Lickhill Primary School

Stage	Description (age appropriate and dependent upon developmental stages and circumstances)				Involvement	
1	Correction and reminder of what is expected – This includes verbal warnings and time to reflect.	Time out – in different forms including sending to another class – staff have identified timeout buddies and time to calm down and get over anger.	Peer counselling/ mediation – used to help identify what happened and why and to discuss better ways to resolve problems (used for group incidents and to resolve disputes) AND/OR * Restorative Justice.	Exclusion from School/class trip if safety of self and others would be an issue.	Thrive work 1:1 to support child in understanding their emotions and strategies to support them when feelings and emotions take over.	Parents contacted by the class teacher if there are persistent incidents over a period of time.
2	The teacher may consider moving the pupil within the classroom environment. (time in)					
3	If no improvement in behaviour occurs then the pupil may be asked to take some time out of class to reset behaviour and attitude.					
4	Sanction A proportion of a playtime may be missed depending on the severity of the behaviour in class. Children may also be removed from the playground by staff if their behaviours or attitudes are deemed unsafe, disrespectful or inappropriate.					
5	If a pupil’s behaviour fails to improve, then SLT will be informed and parent / carers consulted with suitable sanctions put into place with an agreed time frame to improve.					Parents notified
6	Placing on report. Children will be given a card with specific targets for behaviour. Daily completion of this card at home and school will be through a short comment and facial symbol. SLT will meet with pupils to check on progress and decide the length of time this card is required. When a sustained effort to improve has been seen, the report card will stop, but the child will be monitored closely.					Parents notified and reported to governors

Behaviour Policy

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Lickhill Primary School.

7	Exclusion from club(s). Clubs are a privilege not an entitlement. Therefore if children do not act respectfully towards visitors, our teachers and others who attend the club, they will be excluded from it.					Parents met with regularly, SLT monitoring and teachers and support assistant discussions
8	Internal isolation for an agreed period of time					SLT involvement of outside agencies such as LST / CCT
9	Suspension – x no. of days					PSPs, reported to governors
10	Permanent Exclusion					

8. Remote learning

During periods of remote learning, whether during a bubble or individual isolation or with blended learning, the behaviour of pupils will continue to be monitored and rewards and sanctions of different kinds made clear. Children will receive rewards and acknowledgement of their learning attitudes while at home as well as in school and phone calls or home visits will occur where children are not behaving appropriately, or their attitudes are causing concern.