Lythe CEVC School

Behaviour Policy

Including Behaviour Curriculum

July 2026

Policy created by	Headteacher
Policy approved by	FGB
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Communication method	Website
Headteacher Signed and dated	
Chair of Governors Signed and dated	

Purpose

In order to deliver our vision and help children to live happy, fulfilled lives, we need to recognise the crucial role of behaviour regulation. Children are taught and supported in developing self-discipline and self-regulation strategies, so that they are able to live, learn and play happily and peacefully with others and flourish in a calm, safe, positive environment.

The governors have a high level of expectation regarding behaviour.

Guiding Principles

- For most children, developing self-regulation is a growing process and requires considerable nurturing.
- We believe that children want to behave well and as they practise good behaviours over time, these become habits that positively shape how they feel about themselves and how other people perceive them.
- Our first step is to create an environment in which good behaviour is the norm and poor behaviour cannot flourish. We "get in front of" behaviour and pre-empt poor behaviour
- Consequences are used to encourage children to reflect on, take responsibility for and adapt their behaviour.
- All staff have responsibility for modelling and promoting good behaviour everywhere in school.
- Positive reminders and rewards are given frequently.
- We identify why behaviour is unacceptable and follow an agreed procedure for dealing with this.
- We focus on the behaviour being unacceptable, not the child.
- It's the school rules that punish the child, so there's no need to shout or be intimidating.
- Punish in private and praise in public wherever possible.
- All staff are responsible for applying this policy.
- We recognise where children may be affected by SEND, trauma or attachment issues, or by any issues detailed in our Equality, Diversity and Inclusion Policy, and differentiation to the Behaviour policy will be made.
- Good relationships with children and families are essential.

Our daily work includes the teaching and reinforcement of these concepts from our Mission Statement:

All children will have:

- **Outstanding teaching**, delivered by ambitious and driven professionals who fundamentally share the school's aspirations for our learners, in order to ensure that we all flourish as individuals and achieve our fullest potential.

- **Awareness that the wellbeing of everyone is important.** Whatever an individual's place in school, their place is a safe and important one. We take care of each other, support one another in whatever way is needed and show compassion to our school family, our families at home and to those in our community.

- **The ability to develop their own ethics, values and beliefs.** The school will provide an open, safe and enquiring environment for spiritual development. We will provide a coherent

and relevant understanding of Christianity and an understand of the need to live well together with people of all faiths and none.

- **High aspirations for themselves.** We will provide a feeling of empowerment to all, with opportunities to take charge and a full understanding of how to be positive agents for change in our school family and the wider community.

- **Confidence to take risks** and to be unafraid to try and fail, to persevere, to make courageous decisions and ask difficult questions. We will support others on their journey to achieve this.

- **A sense of belonging.** We will provide everyone with the knowledge that they are safe and valued for who they are. Everyone will be treated with respect and dignity and those values will be a driving force in our teaching. We will represent these values in the wider community.

- **An understanding of ourselves.** We will help each other understand who we are, our feelings and behaviours. We will make positive choices; treating others the way we would want to be treated.

- **An understanding of the world**, locally nationally and globally. We will equip everyone with the opportunity to take lessons from the past, to understand the present and to positively influence their futures. We will have the confidence to shine our individual light in times of difficulty and uncertainty.

- **Opportunities to discover the things we like**. We will nurture the discovery of what we are good at and how to pursue individual goals and aspirations.
- **Understanding that it is important to attend school** and to be ready to participate, learn and embody the school's vision and mission.

Leadership & Management

The Headteacher will:

- Work with all members of the school community to ensure high standards of behaviour are modelled and expected at all times
- Implement measures to promote positive behaviour, self discipline, respect and regard for authority
- Ensure these measures prevent all forms of bullying and harassment
- Record any incidents of poor behaviour
- Complete returns for the LA as appropriate

- Report incidences of a serious nature to governors (ensuring confidentiality)

Governors will:

- Review the policy annually
- Support the head teacher and school to address issues and measures related to Behaviour management
- Provide the necessary support and committees to follow procedures for fixed term and permanent exclusions

Staff will:

- Explicitly teach and continually reinforce our behaviour expectations to ensure good order, respect, safety and discipline.
- Promote good relationships between different communities and ensure that discrimination does not occur against any child
- Support, praise and reward pupils' good behaviour
- Where sanctions are appropriate, apply them fairly, consistently, proportionately and reasonably – taking account SEN, disability and the needs of vulnerable children
- Record incidents of poor behaviour
- Offer support to children who are finding managing their behaviour difficult
- Model good behaviour and never denigrate pupils or colleagues
- Make provision for pupils' emotional health and well-being through assemblies and PSHE lessons
- Promote positive behaviour through active development of pupils' social, emotional and behavioural skills
- Keep parents informed of their child's behaviour through discussions when required and at Parent Consultations
- Support parents in meeting their parental responsibilities
- Work with other agencies to promote community cohesion, safety and individual behaviour management plans

Children will:

- Follow reasonable instructions given by responsible adults in school
- Accept sanctions and support as appropriate
- Act as ambassadors for the school when off school premises
- Not bring inappropriate or unlawful items to school
- Show respect, care and consideration to school staff, members of the school community, school property and the property of others
- Co-operate with help and support that is offered
- Wear correct school uniform and sports kit

Parents will:

- Respect the school's behaviour policy and the authority of the school staff
- Help to ensure that their child follows reasonable instructions by school staff and responsible adults
- Send their child to school every day punctually, with correct uniform and sports kit, fed, rested and ready to learn
- Agree and sign the home school agreement

- Ensure school staff are made aware of any personal, medical or SEN factors which may result in their child displaying inappropriate behaviour
- Be prepared to work with the school to support their child's positive behaviour
- Attend meetings with school staff if requested to discuss their child's behaviour
- Adhere to the terms of any Parenting Contract or Order that may be put in place
- Ensure that, should their child be excluded, the child is not found in a public place in the first five days of exclusion during school hours and attend a reintegration interview at the end of a fixed period
- Behave appropriately when in school or accompanying children on a school visit

Dealing with sensitive situations

Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that do not warrant sanctions , but give extra evidence and a broader picture for multi-agency meetings, etc.), should be reported to the headteacher and recorded on CPOMs.

If a child confides that they have been / are being bullied, any incidents between them and the alleged bully should be reported on CPOMs.

Where there is a dispute about what has occurred, it is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

When dealing with difficult or dangerous situations, staff are advised to ask another member of staff to accompany them for support and as a witness.

Behaviour Curriculum

The curriculum is taught explicitly during the Autumn term and revisited and reinforced throughout the year in the same way as learning in any other subject. Staff will also consistently model these behaviours and ensure that pupils have opportunities to practise them, especially at the start of new terms. It is expected that all children will know the Behaviour Curriculum content.

How do we teach the Behaviour Curriculum?

- Agree the routines and expectations that we want to see
- Communicate these in detail to children and adults so that they are completely understood
- Practise the routines in different contexts, in and out of the classroom and in and out of school, until <u>everyone</u> can follow them
- Consistently and constantly model, reinforce and monitor routines and expectations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups Nusery – Y6	Explicit teaching of the full Lythe School Curriculum	Revision of content in different contexts in and out of school	Explicit revisiting of the full Lythe School Curriculum	Revision of content in different contexts in and out of school	Explicit revisiting of the full Lythe School Curriculum	Revision of content in different contexts in and out of school

Curriculum Content

Reasons for Good Behaviour

All children know that good behaviour at Lythe School is expected and helps to:

- Makes the school safe for everyone
- Makes everyone feel included and a valued part of the whole school team
- Shows that we have high aspirations for ourselves
- Gives us chance to take charge of our lives and have choices
- Let's everyone learn well and succeed in what they do
- Contributes to the wellbeing of ourselves and others
- Gives other people a good opinion of us

We teach this in assembly alongside our Value of the Term from the Roots and Shoots material.

Golden Rules

- All children can give examples of our Rules, including:

Being kind	Being safe	Being respectful
- use kind words – speak to others as you would like to be spoken to - ask whether your words are true, kind and necessary - share resources with others - invite others to join activities - let an adult know if someone is unhappy - never pass messages about someone - do not tell others who they can and can't be friends with	- keep hands and feet to yourself - do not throw or kick objects at anyone - no play fighting - use equipment as instructed by adults - no swearing or hurtful language	- say please and thank you - hold doors open for others - return greetings from others - look after property - tidy up after yourself - listen attentively to others - follow instructions and work to the best of your ability - accept responsibility and say sorry if you have made a mistake - if someone asks you to stop doing something that is upsetting them, you should stop

- All children know that being responsible means doing the right thing without adult supervision.

Moving Around School

All children know that:

- We walk round school sensibly, watching where we are going (no running)
- We don't lean against walls or furniture while walking
- We walk directly to where we are going (eg no popping to the toilet on the way somewhere else etc.)
- We line up sensibly and stay in line while moving as a class round school
- We have an allocated place to sit during lessons and lunchtimes
- We hold doors open for people
- We wait our turn and don't push past other people

Classroom Routines

All EYFS children know that:

- We walk into the classroom quietly and do what the teacher asks straight away
- We hang our bags and coats on our own pegs
- We follow "choose it – use it – put it away" with all resources
- We listen carefully to the teachers
- We sit in the places we are given

All older children know that:

- We walk into classrooms quietly, collect any equipment we need and go straight to our places
- Water bottles are kept at the side of the classroom and used at an appropriate moment
- Pencil cases or other personal posessions do not clutter desks.
- We have routines for giving out and collecting in work
- We independently collect resources that we need; we follow "choose it – use it – put it away" and clear up after ourselves.
- All ICT equipment is put on charge and stored securely at the end of the day. Devices are never left out around the classroom or school.
- We try to go to the toilet at break times, but may go one at a time during lessons if absolutely necessary.
- We look at the person who is speaking
- No-one speaks when the teacher is speaking, or is listening to another pupil
- We put our hands up if we wish to speak.
- We work neatly in our books and use a ruler to underline dates and titles.
- We walk out of the classroom quietly, moving in a line if the whole class is leaving.

Manners

All children know that:

- We return greetings and reply if we are spoken to
- It is polite to give eye contact to the person you are speaking to
- We say please and thank you whenever necessary
- We say "excuse me" if someone is in our way – we never push past anyone
- We take things politely without snatching
- We wait our turn patiently
- We hold doors open for others and say thank you if someone holds a door for us
- It is important to have good manners so that people act politely back to you

Please be sensitive to any SEND that may make these expectations difficult and adapt as necessary.

Playtime Behaviour

All children know that:

- We walk sensibly onto the playground
- Resources should be shared, but you should wait until someone has finished with something before taking it.
- We do not "play fight."
- We invite other people to play and never exclude others from games
- We do not tell people who they can and can't play with
- We play without shouting and screaming
- First whistle means stand still; second whistle means **walk** to your line.
- We use resources as they are intended and try not to break them. We put them away at the end of lunchtime.
- We use the garden area for quiet sitting, talking, reading or quiet play.
- In ball games, we don't do sliding tackles or kick balls hard at people.
- If we don't play kindly, safely and respectfully, we can expect to lose playtime.
- There should never be unsupervised groups in the toilets

Lunchtime Behaiour

All children know that:

- We wash hands and go to the toilet before going into the dining hall
- If absolutely necessary, we can put our hand up and ask to go to the toilet (one child at a time)
- We walk in quietly and sit down straight away in the place given
- We use quiet voices
- We use knives and forks correctly (explicitly taught in EYFS and KS1)
- We say please and thank you
- We wait until everyone is served before we start eating
- We ask permission to leave the table for any reason

Preventing Bullying

All children know that:

- Bullying is hurting someone (physically, verbally or emotionally, including cyberbullying) several times on purpose
- Bullying can be indirect, eg leaving people out of groups or games / talking about them behind their back / carrying messages
- Bullying is unacceptable and will always result in a serious consequence.
- Bullying should always be reported

Reporting

All children know:

- the difference between reporting and telling tales
- how to report worries to an adult and what should happen as a result
- what to do if they think a problem hasn't been dealt with
- that accusing someone of "telling tales" will result in a consequence (the adult will decide whether it is a tale or a reportable incident)

Uniform

All children know:

- we wear uniform as it is smart and practical and helps give a sense of belonging to our school community.
- what school uniform consists of
- what PE kit consists of
- that jewellery should not be worn apart from small ear studs and a wristwatch (removed for PE)
- nail varnish should not be worn
- hairstyles should not be extreme and long hair should be tied back.

Personal and School Property

All children know that:

- We ask before using someone else's belongings
- We share wherever we can, but wait until other people have finished using things before taking them
- Deliberate damage to property will result in a consequence
- We do not bring things into school that are not allowed

Start and end of the day routines

Start of day

All children know that:

- We hang our coats and bags neatly on our pegs (make sure bags are closed).
- Shoes are placed on the benches underneath the coats.
- We go straight to our classroom and start the work the teacher has set

End of day

All children know that:

- We walk sensibly to the cloakroom to collect our bags and coats
- We do not leave belongings on our pegs
- We check we have our belongings eg. water bottles, packed lunches, jumpers etc.
- We line up **quietly** and wait for an adult to dismiss us
- The home time procedure makes sure that everyone is kept safe

Attendance and Punctuality

All children know that:

- You must try and attend school every day
- You must arrive on time and start work straight away.
- Attending school on time every day is important so that you do not miss learning.

Consequences

All children know that:

- What we mean by unacceptable behaviour
- If they choose unacceptable behaviour, there will be a logical consequence

We do not have "class charters," individual class rules etc.

Unacceptable Behaviour

As per the 2023 Child on Child Abuse Policy:

Physical abuse A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

Sexual abuse including violence, harassment, online abuse and sharing of imagery

Harmful Sexual Behaviours - Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at schools and in our

school communities. The school is proactive in its approach to assessing prevalence, responding to incidents and challenging and changing behaviour. Schools have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children. Our approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring. We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved. Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful. As a school , we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool: Responding to children who display sexualised behaviour (nspcc.org.uk) We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our schools to ensure they know what to do should an incident occur. In addition to the above, further information is available from the North Yorkshire Safeguarding Partnership

Bullying of any kind, including physical, emotional, verbal, and online. We define this as persistent targeting of on individual with intent to harm. **Bullying outside of the school premises, if witnessed by or reported to staff, will be dealt with as per this policy.**

Online abuse This involves the use of technology and the internet in order to harass, threaten or intimidate another child

Discriminatory behaviour – this is abuse inflicted on a pupil because of their protected characteristics, e.g. age, sex, gender reassignment, disability, race, religion or belief, sexual orientation.

Other unacceptable behaviour:

- Damage to property
- Distraction of others by silly or inappropriate behaviour which hinders their own and others' learning
- Swearing or other offensive language; speaking disrespectfully to pupils or staff
- Refusal to follow reasonable instructions from staff
- Behaviour which causes a safety hazard to others
- Bringing items likely to cause harm into school, including:

    - Weapons, eg knives ○ alcohol ○ illegal drugs ○ stolen goods
    - tobacco products, eg cigarettes
    - pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
    - fireworks
    - anything that has been, or is likely to be, used to cause injury or commit an offence

A search will be carried out if staff have reason to believe your child is in possession of such an item and it will be confiscated if found.

- electronic devices, including phones, smart watches or anything capable of recording audio / video or taking pictures, or for searching the internet.

- Contact with parents to devise an action plan for tackling persistent unacceptable behaviour

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Schools have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children.

Our approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school, we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool:

Responding to children who display sexualised behaviour (nspcc.org.uk)

We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our schools to ensure they know what to do should an incident occur.

In addition to the above, further information is available from the North Yorkshire Safeguarding Children Partnership:

https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-oneminute-guides/children-and-young-people-who-display-sexualised-behaviour/

Staff and Pupil Induction

All staff or others who work with children are made aware of this Behaviour Policy on arrival at school. Behaviour training is included in our CPD plan for the year, including how to meet the needs of children with additional barriers to good behaviour.

All children are involved in agreeing class standards of behaviour at the start of the school year and teachers make expectations and consequences clear. Any new child joining the school will have expectations and consequences made clear as part of settling in to their new class.

Additional Behaviour Support

We recognise where unwanted behaviour may be a result of SEND, trauma or attachment issues, and differentiation to the policy will be made. Additional training will be provided if required in how to make adjustments. The headteacher will provide guidance for staff and oversee any individual behaviour plan.

The headteacher will work with other agencies to support behaviour, including for children with a social worker, a Child in Need plan, a Child Protection plan or are Looked After. For Looked After children, the headteacher will work with the Virtual School Head and update the Personal Education Plan if required.

The Use of Reasonable Force
Please refer to the Positive Handling Policy 2023

Monitoring Behaviour in School
The headteacher will monitor through observation of children and staff throughout the school day and through scrutiny of behaviour reports from staff. This will be reported half termly to the full governing body.

This policy links to:

DfE Exclusion Guidance
Anti-bullying Policy
Staff Code of Conduct
Child on Child Abuse Policy
KCSIE 2024
Positive Handling Policy
Inclusion, Diversity and Equality Policy

Supporting the Behaviour Curriculum: Staff Actions

Pre-emptive strategies: get "in front of" behaviour

Explicit teaching and continual, consistent active reinforcement of **behaviour curriculum,** including CW, Achievement Assembly, PSHE and other subjects.

Consistent, active supervision and monitoring of behaviour

Be ready and present for children; greet them at the classroom door

Use targeted praise to specifically highlight desired behaviour, for example: "Well done for walking in so quietly," "Thank you for listening carefully," "You are working so well and not distracting anyone – well done"

Give clear instructions which state the required behaviour, eg "Walk in school," "Use a quiet, indoor voice," rather than, "Don't run!" or "Don't shout!"

Model kind, safe, respectful words and actions at all times. Model good emotional regulation – speak calmly, use positive language, stay factual, don't lecture.

Activities to give children a strong sense of belonging to the community.

Take responsibility for implementing any individual behaviour adjustments or plans

Be vigilant and build relationships with all children and families. Communicate praise and success.

Know where children may be affected by SEND, attachment or trauma issues, and implement any adjustments agreed.

Look for "teachable moment"

If behaviour is not as expected, then your first step is to give the child the chance to choose the right behaviour.

Remind child what they should be doing and give them chance to do it.

refer to Behaviour Curriculum and reinforce expectations.

Help child use any individual strategies that have been agreed

Model good emotional regulation – speak calmly, use positive language, stay factual, don't lecture.

You may also:
use emotion coaching: help child understand their emotion / give them strategies to deal with it.

Use consequences

If reminder has not worked, or behaviour is more serious, then consequences follow:

Consequences means: **Logical Consequences**. *This is a sanction that should "fit" the offence, remind children of expectations and offer alternative behaviours.*. It may include missing playtime, a time out from lessons, being sent to the HT, making an apology.

Give immediate Consequences for rudeness / swearing / refusing to follow instructions / damaging property / deliberate disruption

Follow any individual behaviour plan

Model good emotional regulation – speak calmly, use positive language, stay factual, don't lecture.

You may also:
-inform parents
- discuss with SENCo

Involve Others

If behaviour continues or is more serious (eg bullying / hurting another person (whether or not intent can be proved) / severe swearing or verbal abuse/ throwing object with intent to harm / spitting / abuse of protected characteristic / threatening behaviour or language / complete non-compliance after previous strategies used:

More serious **Logical Consequences** eg internal exclusion, removal of privileges, exclusion from treat activities etc, plus option of:

Parents' meeting

Work with outside agencies

Behaviour plans / home-school Agreements

Work with SENCO

IEP / EHCP

As a last resort: Fixed term or permanent exclusion

NB: racist incidents must be reported separately to the headteacher.