



Behaviour Management Policy 2025

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Headteacher	Kieran Walsh

POLICY FOR MANAGING BEHAVIOUR AND DISCIPLINE

Lanner Primary School wishes to provide a school environment that is safe, respectful and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Behaviour that sets out, in general terms, how we expect our pupils to behave in school and on visits. Our expectation is that all children and adults in school will behave in a polite and respectful way towards each other. Focus is placed on everyone using good manners in the classroom and around the school. The Code of Behaviour is agreed with the children and parents upon entry to school. All pupils are expected to behave according to the guidelines set out in the Code.

Aims

- To foster a kind and caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes as well as knowledge and skills. Where all members of the school community use good manners and behave respectfully towards each other.(This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish poor behaviour.
- To make clear to children the distinction between minor misdemeanors and serious misbehaviour and the sanctions that will follow any inappropriate behaviour.
- To resolve behavioural issues as they occur, in the expectation of achieving an improvement in behaviour.
- To address incidents of bullying immediately.

We use our School Rules (Appendix 1) to remind pupils about positive behaviour:

Our School Rules

Show respect and good manners at all times.

Care for everyone and everything.

Follow instructions with thought and care.

Negative behaviour choices are unacceptable. These are listed on our School Behaviour Chart (Appendix 2). Children who display these behaviours will be given the relevant sanctions.

Roles and Responsibilities

A caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of the whole school community at Lanner Primary School. All members of the school community, whether pupil, staff, governors, parents or carers, should set, and expect, high standards of behaviour within the school and on the school grounds.

Pupil support

The promotion of positive behaviour for all is the key aim. To support pupils in this way, we model behaviour through staff setting examples. Promoting mutual respect and healthy self-esteem is an important aspect of our work. Through PHSE, we aim to develop resilience, self-esteem, emotional intelligence, friendship skills and co-operation and collaboration. We support students by having routines and rules in place and by having rewards and sanctions with which to deal with issues as they arise.

- We try to teach the appropriate behaviour expected of pupils so that they can take responsibility for their own behaviour and make the right choices. Clear choices ('good choice' and 'poor choice') are given to encourage ownership of behaviour.
- We praise pupils for their work and behaviour, by nonverbal and verbal methods. Praise is personal to the pupil, supported by appropriate body language, well timed, frequent and consistent.
- Teachers and support staff will deal with incidents during the course of the day in the classroom and on the playground by following the behaviour code (Appendix 2). Any incidents are dealt with promptly and followed up. A record of behaviour is kept by staff.

If a pupil consistently makes poor choices and/or is not able to respond to the rewards and sanctions in the school, we will provide further behavioral support in the form of an individual behaviour contract which will also encompass support from our Learning Mentor or Thrive Practitioners. This contract will take into consideration the very personal circumstances of the pupil in putting together strategies to improve their behaviour. Behaviour contracts are formulated by the class teacher and Head Teacher in consultation with the SENCo or Learning Mentor/Thrive Practitioner. Parents will be invited into school so that they are aware of the conditions of the Behaviour Contract. Regular review meetings with the child and parents/carers take place to monitor progress and adapt the contract where necessary.

Staff Support

Staff are supported in positive behaviour management through the application of the behaviour policy. Rewards and

sanctions are available for staff to use, as are strategies to support positive behaviour management.

Staff have clear routines to follow, e.g

- A behaviour code to follow when dealing with unacceptable behaviour. This enables staff to manage behaviour within their own classrooms unless a 'Thin Ice' is issued when the sanctions will be escalated.
- Routines for accompanying children around the school so that they behave respectfully to others.
- Lunchtime staff have a separate routine for managing behaviour.
- Behaviour contracts when needed.

Behaviour contracts are produced to support both pupils and staff in defining clear parameters for improving behaviour. Separate systems of rewards and sanctions are appropriate for these.

Incentives and Rewards

The main intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

- All children start the week on the 'green' section of the School Behaviour Code chart (see appendix 2). Children who make good choices all week remain on the green section.
- Teachers may choose to operate and manage their own individual reward chart within their classroom, ranging from raffle tickets for a daily draw to counters in a jar.
- 'Lannergram' certificates are awarded each week at the whole school celebration assembly. Each class teacher is able to award three per week for any achievement within the class. One of these will be for the 'Lanner Olympic Learner' for the week.
- 'Lanner Lion' awards are given half-termly for consistent effort and achievement. Each class teacher is able to award two of these to children who have made a consistent effort in any area.
- Team points for their house team can be earned as a reward for all aspects of good work and behaviour. Team points are reported each week in the celebration assembly. At the end of each term, the team points are counted and a cup is awarded to the team who has collected the most points.
- Further rewards in the form of incentive stickers are given to children at the discretion of the staff.
- Children will regularly bring their work to show the headteacher and other members of staff – to celebrate effort and hard work.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a supportive and fair manner, having regard to the age of the child. Class teachers make use of a '**Good choice/Poor choice**' board as a visual aid to children.

Each case is treated individually. Children are reminded that they are responsible for their own behaviour choices and that breaking our School Code has consequences, as follows.

Good Choice/ Poor Choice Board (Green – Amber – Red)

All pupils start each day* on 'Green' (pupils represented by small laminated photo or name).

If children make a poor choice which is considered to be a minor indiscretion (e.g. talking when the teacher is talking, time wasting, low-level disruption of learning, forgotten to use good manners) they will be moved to the 'amber' section of the behaviour board. This serves as a warning to the children.

If further minor poor choices are made, children will be moved down the board as shown below.

- 1 poor choice = I will be informed that I have received a warning (In Amber)
- 2 poor choices = I will be moved to 'Red'. (Time in my own class)
- 3 poor choices = I will be asked to leave the class and have a 15 minute time out in another class.
- 4 poor choices = I will lose break and/or lunchtime time and be moved to 'Thin Ice' (see below).

If children make a poor choice which is considered to be a more serious indiscretion, (e.g. they have not followed staff instructions, they have called someone unkind names/ have teased someone; they have answered back to school staff; used swear words) they will be moved directly to the 'red' section of the board.

**Infant classes, or more challenging classes may wish to use the system with a fresh start for the morning and afternoon.*

Thin Ice

Children may be placed on 'Thin Ice' for one serious disciplinary issue or through an accumulation of minor poor choices. Serious disciplinary issues include:

- Fighting.
- Deliberately hurting someone or damaging their belongings, e.g: pushing, shoving, kicking or tripping.
- Intentionally intimidating or threatening someone, including swearing at or behaving aggressively towards others.
- Trying to 'get even / get back' at someone for the way they have behaved instead of letting an adult address the issue.
- Watching others being hurt or intimidated without getting adult help.
- Being dishonest or telling lies to get someone else into trouble.
- Being openly defiant and refusing to cooperate with staff.
- Leaving the classroom / playground without permission.
- Stealing someone else's belongings.
- Making unacceptable comments about another person's race, culture or religion.

When a child is placed on 'Thin Ice', the child will be sent with a completed 'Thin Ice' card (see appendix 4) to a member of the SLT for cool down time. KS2 children will be sent to Tamsin Pulley or Claire Merrifield; KS1 children will be sent to Helen Steele. If either staff member is unavailable, the other will deal with the 'Thin Ice'. As a result of being issued a 'Thin Ice', the child will be placed on a behaviour report for one week, after which time it will be reviewed. The class teacher will notify the child's parents by telephone.

Any work missed from time out of the lesson will need to be completed during a break time or at home.

Behaviour Contract

If a third 'Thin Ice' is issued within in a term / twelve week period, the child will be sent to the Head Teacher for cool down time. Parents / carers will be invited to attend a meeting with the Head Teacher where a Behaviour Contract will be put in place. This will be monitored closely and reviewed after six weeks. The child will take part in a behaviour management session each week with the Head Teacher and learning mentors where they will undertake activities designed to help them make the right choices. Activities may involve circle time, role play, social skills games and development of self-esteem and emotional literacy. Additionally, the child will attend sessions with the Learning Mentor or Thrive Practitioner to address underlying behaviour issues.

Exclusion

In exceptional cases, exclusion from the child's class may be necessary. This may take the form of an internal exclusion within school, a transferred inclusion for one or two days at another school within the Crofty MAT or a fixed term exclusion where the child may be excluded for up to five days as defined by the Head Teacher, depending on the incident.

Exclusion: In extreme cases Lanner Primary School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

Lunchtime Supervision-The Lunchtime supervision team will stick as closely as possible to this policy however due to the surroundings things will have to be slightly altered. Please see below:

Good Behaviour

I am playing nicely with others and following the school rules.

Poor Choice

I have made a poor choice. E.g. I have not played nicely or acted in an inappropriate manner.

CONSEQUENCE: My poor choice will be noted by the lunchtime supervisor (1st WARNING)

Second Poor Choice

I have made another poor choice.

CONSEQUENCE: I will have a 5 minute 'think and cool off time' in a designated area in the playground (2nd WARNING)

Third Poor Choice

I have made another poor choice or I have made a more serious poor choice, such as I have called someone unkind names/ I have teased someone; I have answered back to school staff, I have used swear words.

CONSEQUENCE: I will have a 15-minute time out in the playground – designated area. My teacher will be informed and he/she will contact my parents at the end of the day.

Thin Ice

I have made 4 poor choices in one day.

OR

I have deliberately hurt someone or damaged their belongings. E.g. I have pushed, shoved, kicked or tripped someone; I have been fighting; I have intentionally intimidated or threatened someone, including swearing at or behaving aggressively towards someone; I have tried to 'get even / get back' at someone for the way they have behaved instead of letting an adult deal with it; I have watched others being hurt without getting adult help; I have been dishonest or told lies to get someone else into trouble; I have been defiant and refused to cooperate with staff; I have left the playground without permission; I have stolen someone else's belongings; I have made unacceptable comments about another person's race, culture or religion.

CONSEQUENCE = My teacher will be informed and I will lose 15 minutes of a break time for 5 consecutive days. My behaviour will be monitored by a report card, which will be shown, on a daily basis, to my parents or carers.

We appreciate the involvement of parents and carers in discussing the school rules, rewards and sanctions with their child / children and their support of the policy. We recognise that an effective School Behaviour Policy requires close co-operation between all members of the school community. Therefore, we will contact parents and carers about their children's behaviour when appropriate. This may be to discuss rewards as well as sanctions.

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. When discussing behaviour with a child, staff must ensure that the child is made aware of the fact that it is the behaviour that is unacceptable, not the child.

A child making the appropriate choice following a poor choice, e.g. apologising, returning to the class, focusing on learning, etc. should be praised for making a good choice. In this instance, and at the class teacher's discretion, a child who has been placed on 'amber' or 'red' may be moved back up the behaviour chart. However, this cannot happen if a 'Thin Ice' has been issued.

Recording of Behaviour Incidents

The 'Thin Ice' incidents will be recorded in the behaviour log in the office, including the reasons for the incident. Lunchtime incidents will be recorded by lunchtime staff and class teachers. All other records of behaviour will be kept by the class teachers.

Intervention

If a child attacks another child or adult violently, is unable to calm down, or is posing a risk to themselves or others, the teacher will remove the other children from the area to a place of safety and request assistance from the 'Team Teach' trained staff who will intervene, following the school's policy on restraint.

When Team Teach restraint has been used, the details of the incident must be recorded in the 'Team Teach' book in the office. These, and any other incidents where children or adults have been hurt or verbally attacked, must be recorded on the online Cornwall County Council Accident Reporting System. This includes any verbal or physical abuse of school staff from parents or carers.

This document has been completed ensuring that all concerned with its production have taken into account current legislation relating to race, gender, age, sexual orientation, ability and disability. Pupils with specific difficulties with speech, language or communication may be subject to a separate behaviour code according to their identified needs.

This will ensure that, where possible and with the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.

Appendix 1

Our School Rules

Show respect and good manners at all times

Care for everyone and everything

Follow instructions with thought and care

Good Behaviour

I am a good role model and demonstrate good behaviour across the school.

I am honest, respectful and well-mannered.

REWARD: I receive Lannergrams, team points, raffle tickets, class rewards and stickers. When appropriate, my work will be shared with other members of staff.

Poor Choice

I have made a poor choice. E.g. I have been talking when the teacher is talking; I have behaved in a way that has disrupted learning; I have forgotten to use good manners; I have wasted time in class.

CONSEQUENCE: My poor choice will be recorded (1st WARNING)

Second Poor Choice

I have made another poor choice.

CONSEQUENCE: I will have a 5 minute time out within the classroom (2nd WARNING)

Third Poor Choice

I have made another poor choice or I have made a more serious poor choice, such as I have called someone unkind names/ I have teased someone; I have answered back to school staff, I have used swear words.

CONSEQUENCE: I will have a 15 minute time out in my partner class. My parents will be contacted by the class teacher. (3rd WARNING)

Thin Ice

I have made 4 poor choices in one day.

OR

I have deliberately hurt someone or damaged their belongings. E.g. I have pushed, shoved, kicked or tripped someone; I have been fighting; I have intentionally intimidated or threatened someone, including swearing at or behaving aggressively towards someone; I have tried to 'get even / get back' at someone for the way they have behaved instead of letting an adult deal with it; I have watched others being hurt without getting adult help; I have been dishonest or told lies to get someone else into trouble; I have been defiant and refused to cooperate with staff; I have left the classroom / playground without permission; I have stolen someone else's belongings; I have made unacceptable comments about another person's race, culture or religion.

CONSEQUENCE = I will lose 15 minutes of a break time for 5 consecutive days.

My behaviour will be monitored by a report card, which will be shown, on a daily basis, to my parents or carers.

Head teacher Review

The Head teacher will review all report cards. Children who have made progress will fit back into the Behaviour Policy. If satisfactory progress has not been made the report will continue.

Internal/External inclusion (see flow chart for external exlusions)

I have behaved dangerously and put the safety of myself or others at risk; I have been openly rude, defiant and argumentative with staff.

CONSEQUENCE = I will be excluded from my class for one or more days as decided by the Head Teacher. This exclusion may take place away from my class in school, at another school, or at home.

Appendix 4

Thin Ice Card

THIN ICE REPORT CARD

Date:

Name:

has been placed on

‘Thin Ice’ because

Parent / carer notified?

Signed:

Class teacher

BEHAVIOUR REPORT CARD

	1st session	2nd session	Break	3rd session	Lunch	4th session	5th session
Mon							
Tues							
Wed							
Thurs							
Fri							

End of week review:

Signed:

SLT staff

Hate Crimes:

Hate crimes are any incidents, whether a crime or not, motivated by hostility or prejudice towards an individual due to their:
race;

religion;
sexual orientation;
gender identity; or
disability.

Protected characteristics

race – a person's ethnicity, nationality, country of origin, skin colour, etc.

religion – a person's religion or faith, even if they have no religion.

sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.

gender identity – an individual who is transgender or perceived to be transgender.

gender – a person's sex

disability – any person with:

physical impairment;

life-limiting illness;

sensory disability;

mental ill-health;

learning disability;

visual difference; or

diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence.

Hate Crime covers a range of behaviours, including:

discrimination;

exclusion;

verbal abuse;

physical assault;

bullying including cyber-bullying; and

inciting hatred

Hate Crime can manifest in the school environment. Educating the perpetrator about their language and impact may be preferable. All incidents are recorded and reported to the local authority. If it is believed a crime has been committed any such incident will also be reported to the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the five protected characteristics.

Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour

There is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if:

s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
 - As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence²⁰); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support.

At Lanner School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

The role of education in prevention

At Lanner School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour

Relationships Education at Lanner School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports. Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

Staff Training

As Lanner School staff receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.

APPENDIX 3

Annex A – A summary of the governing body's duties to review the head teacher's exclusion decision

