



Lynneham

Primary School

Behaviour Policy

2024-2027

Date: March 2024
Review: March 2027

Member of staff responsible	Mrs Lucy Golder
Governor responsible	Mr Dan Alexander
Date approved at Governing Body	March 2024
Frequency of policy review	3 years
	Updated annually

Lyneham Primary School Behaviour Policy

Distribution List

- **Full Governing Body**
 - Ratification at Full Governing Body
 - Review is the responsibility of the Full Governing Body

- **Internal**
 - Lyneham Primary School Web Site
 - Staff Meeting

- **Internet Copies**
 - Lyneham Primary School Web Site

Rationale

At Lyneham Primary School, we believe that positive behaviour is fundamental to a safe, inclusive, and effective learning environment. Our behaviour policy is designed to promote high expectations, consistency, and fairness, ensuring all students can thrive. We recognise that behaviour is a form of communication, and our graduated approach—Stage 1, 2, and 3 Behaviour Plans—provides structured support tailored to individual needs. Through clear expectations, proactive interventions, and collaboration with parents, we foster a culture of respect, responsibility, and resilience. By reinforcing positive behaviours and addressing challenges constructively, we equip our students with essential life skills for future success.

Red, Yellow and Amber Cards

If a child is behaving in a way that is causing disruption to learning or is proving a risk to the safety of themselves or someone else, or behaving in a way that is contrary to our core values, they will be given a reminder to modify their behaviour. If the behaviour continues, they will be issued with a warning. If the behaviour is not stopped at this point, the child will be issued with a yellow card. They will then take this to their partner classroom and have ten minutes to reflect on their behaviour before returning to their class.

After returning from a yellow card time out, children will be given no more warnings and any further infractions of the school rules will result in receiving a second yellow card which commutes directly to a red card. They will then take this red card to their phase leader of to discuss their behaviour and reflect on how to change it. The card will be sent home for parents to discuss with their children and will need to be signed before returning it to school. In addition to this, the child in receipt of the red card will need to miss their next playtime to reflect on their behaviour.

All yellow and red cards will be recorded by teaching staff onto Arbor, in order for the school to closely monitor patterns in behaviour.

At any time, if a child behaves in a way that poses a serious and immediate danger to the safety of themselves or anybody else, displays continued defiance, behaves in a threatening manner or uses foul, derogatory, sexist, sexualised, racist or homophobic language, or behaves in a way that is contrary to our core values, they will be subject to an instant red card and consideration by SLT of enacting the Severe Behaviour Policy.

If a child receives multiple yellow and/or red cards in a short space of time, their parents will be informed by the class teacher and asked to discuss their child's behaviour with them and to work in collaboration with us a school to set up a Stage One Behaviour Plan. If a child is given multiple red or yellow cards over the period of a couple of weeks, the child in question may be placed on the 'turnaround' lunch time programme.

Personal Behaviour Support Plans (Stage 1, Stage 2 and Stage 3)

At Lyneham Primary School, we understand that behaviour is often a form of communication and in many situations, children need additional personalised provisions to be able to reach their full potential. Individual needs can change over time based on various internal and external factors. We take a graduated response to personal behaviour plans and believe that any plans made will be most effective when generated with both parents and pupils, formulated in a collaborative way. Plans are reviewed over a 6-12 week period.

Stage 1 (Appendix B)- can be implemented by the class teacher on a 1:30 ratio.

Stage 2 (Appendix C)- combines stage 1 strategies with the addition of specific timetabled targeted input.

Stage 3 (Appendix D)- more intensive individual support including personal risk assessment.

Behaviour targets or 'Aspirations' as we prefer to call them, are written in a specific way to help create new automatic behaviours for the child (Appendix E). This is based on psychological theory about 'implementation intentions' that can help with forming new habits.

We understand that in order for a behaviour support plan to be effective, it will:

- Help to manage the pupils' stress (internal and external factors)
- Change their perception of a trigger
- Learn new automatic behaviours

Teacher Information Sheets for Stage 1, 2 and 3 plans provide question prompts to help unpick the causes of the behaviour and possible support strategies.

Behaviour and Special Educational Needs

School staff often need to 'join-the-dots' between behaviour and underlying or undiagnosed Special Educational Needs.

At anytime, children exhibiting extreme behaviours may be moved off the behaviour policy and onto the course of action as outlined in our 'Severe Behaviour' policy.

If a behaviour incident happens during lunchtime, the MDSA may issue a yellow card. This card will be taken to the class teacher at the end of lunchtime and the teacher will then make a decision about how to progress the incident. If a child's behaviour warrants a red card, the MDSA will take the child to the phase leader who will decide on the correct course of action. This may result in a Red or Yellow card being issued. If the incident is serious enough to warrant intervention from a member of the SLT, then a decision regarding Red or Yellow cards will be made at that time, by that member of the SLT.

Behaviour outside of school

It is expected that all pupil behaviour will be the same when off the school site, for example when on a school trip. This behaviour will be treated with rewards and sanctions the same as any other behaviour. It is expected that all children will be good ambassadors for Lyneham Primary School when wearing the school uniform.

Any behaviour outside of school hours may also be deemed to impact on rewards and sanctions given within school, although these will be dealt with on a case-by-case basis.

Other Rewards

There will be opportunities throughout the week and terms for children to receive other rewards related to their behaviour, including stickers, certificates, free choice activities and other rewards.

Turnaround Programme

If a child receives multiple red cards in a two week period it may be that they need more support with their behaviour. At this point it may be necessary for them to be placed on a 'Turnaround' programme.

- Behaviour support interventions will be discussed and planned for jointly between the class teacher and the SLT. Parents will be informed of the outcome.
- The child needs to behave in an acceptable way for 5 full consecutive days.
- During this time all playtimes and lunchtimes will be supervised by an adult and the child on Turnaround will not be allowed to participate in playtime with their peers.
- After each session, the child will take a report card to a member of SLT.
- If the child has behaved in an acceptable way and their teacher is satisfied with the work they have completed, the SLT member will sign off that session on their card.
- 'Turnaround' will only be completed after five full days have been completed successfully. If a day a child receives a yellow or red card during 'Turnaround', or they fail to achieve the expected standard of behaviour during this time, the five days will begin again.
- A child may be given an IBP (Individual Behaviour Plan) to help them with their behaviour. This will be written up in conjunction with the child, their parents and the school and will be signed by all parties.
- During 'Turnaround' children will not be permitted to attend any extra curricular activities or clubs.
- At any point, if a child behaves in a dangerous way as set out in our 'Severe Behaviour' policy, they may be subject to sanctions described in that policy.
- Any child placed on Turnaround will have a stage two plan written to support them in making good choices.

Tracking and Reporting on Behaviour

Through this system, all incidents of negative behaviour will be recorded electronically. This data will be analysed by the Senior Leadership Team of the school on a termly basis in order to identify times or places that may need additional provision, in order to support children in improving their behaviour. Individual children will also be targeted with intervention programmes designed to support them in improving their behaviour as needed.

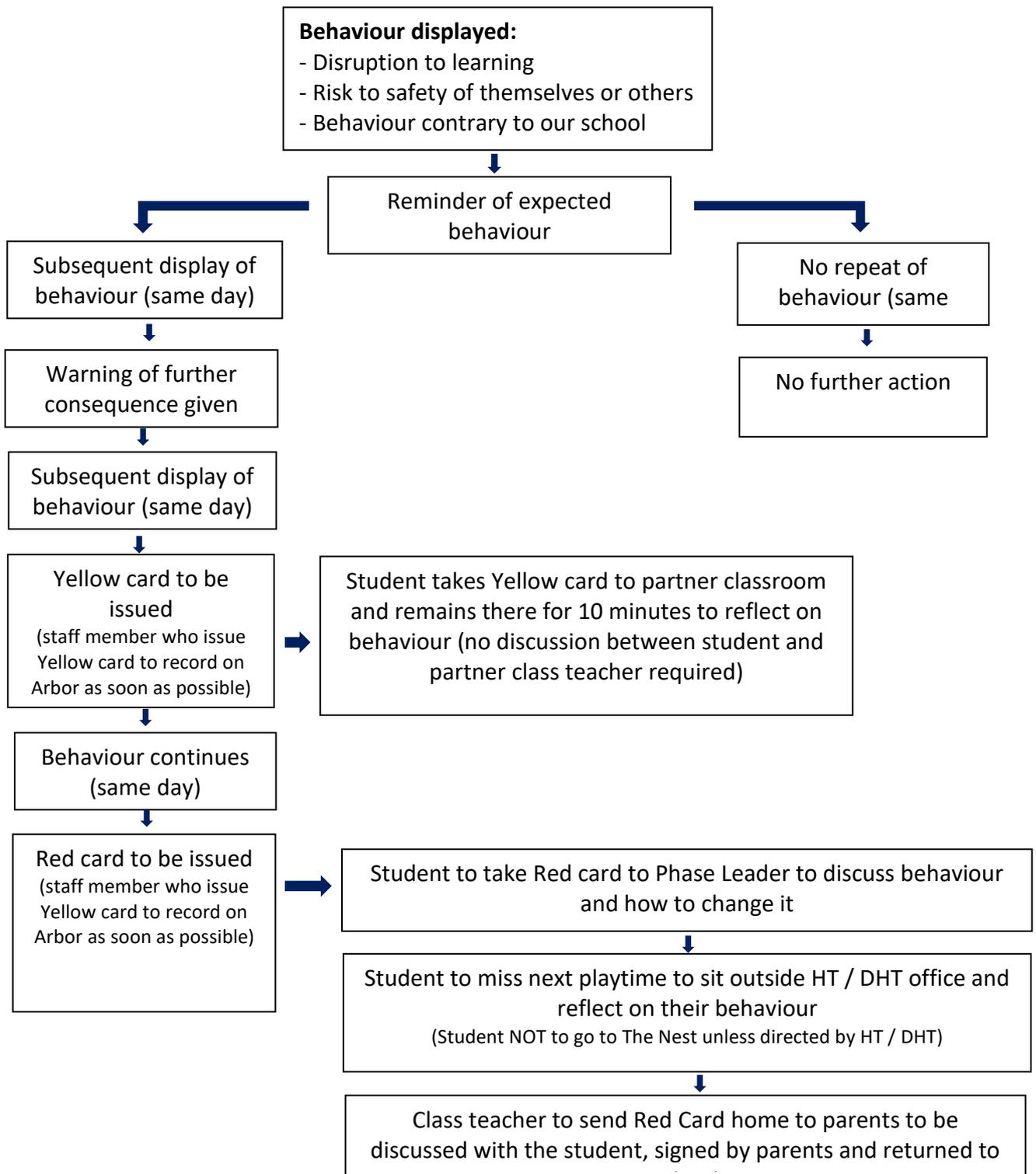
This data will be reported to Governors through the Headteacher's report at Full Governing Body meetings, during Senior Leadership Team meetings and to staff during staff meetings. Any implications raised by behaviour data will be auctioned by school staff.

Individual behaviour issues will be reported directly to parents or carers through daily contact, parents' evenings and pupil annual reports.

Date policy ratified by FGB: March 2025

Date policy due for review: March 2028

Behaviour Policy Flowchart



If multiple Red Cards are given over a two-week period, student may be placed on 'Turnaround' lunch time programme. This will be at the discretion of the class teacher and a member of the Senior Leadership Team.

If multiple yellow / red cards are given over two weeks, class teacher must notify HT / DHT then contact parents to inform them, request that they discuss the behaviour with their child then work in collaboration with the student and parents to produce a Stage 1 Behaviour Plan.

Severe Behaviour Flowchart

Severe behaviour displayed:

- Poses serious and immediate danger to the safety of themselves or others
 - Displays continual defiance
 - Displays threatening behaviour
- Uses foul, racist, homophobic, degrading or sexualised language



Discuss immediately with the HT / DHT



Follow the Severe Behaviour Policy



To be written in consultation with parents and the student (if appropriate).

Student		
Plan number:		List those who attended below:
Date:		



Assess

<p>What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i></p>	<p>What do you think might be causing those behaviours? <i>Consider factors that could be causing higher stress levels in the student (internal and external stressors) e.g. physical factors, emotional stressors, cognitive needs, sensory needs, transitional stress, social interaction/ communication, underlying needs e.g. ASD, ADHD, Attachment difficulties</i></p>



Plan

<p>Write up to two targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i></p>	<p>What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i></p>

Review date: *No longer than one term from today*



Review

Date:

<p>What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i></p>	<p>What should happen next?</p>
	<p>Plan was effective - student no longer requires support (<i>plan discontinued</i>)</p>
	<p>Plan was effective - continue support at current level (<i>renew plan or write new plan at this level</i>)</p>
	<p>Student requires additional support (<i>write plan at Stage 2</i>)</p>