



This policy was adopted in: **February 2012**

This policy was reviewed in: **July 2019**

The next review of this policy is due in: **July 2020**

Lowther School Charter

Lowther Primary School is a positive, supportive and caring environment, in which everyone feels valued and secure.

Our School is a dynamic place, full of fun and passion for all aspects of learning, where everyone is inspired to work their hardest to achieve high standards and fulfil their potential.

We are at the heart of our local community and have an awareness of the world that encourages respect for everyone's needs, beliefs and cultures.

In this way Lowther Primary School strives to develop happy, healthy, confident individuals, who are well motivated, with the skills and knowledge to make their unique contribution to the world.

This policy should be read in conjunction with the [anti-bullying policy](#), the [safeguarding policy](#), the restraint and positive handling policy and the equalities policy

INTRODUCTION

At Lowther, we recognise that everyone has shared responsibility to support the school in maintaining high standards of behaviour so that our children are able to be confident, motivated, happy, self-disciplined, healthy, caring, aspiring and well supported young people.

We believe that children learn how to behave by being given positive role models. A child who experiences aggression and is always being reprimanded may learn to resent those who constantly chastise him/her. This may result in feelings of anger which result in further poor behaviour and disrespect for authority. If a child is given praise and encouragement and grows up in an environment which supports openness and honesty, he/she is more likely to learn to respect authority and feel positive towards his/her peers.

We realise that some sanctions may be necessary for the child who continually flouts the rules and does not respect authority. We always have regard to our responsibilities under Equalities legislation. We feel that sanctions should be kept to a minimum and that every form of discipline should include an element of discussion with a trusted adult within the Lowther School Family, to discover the reason behind the problem. We try not to separate children from their peers. Occasionally, we may provide an opportunity for a child to reflect and refocus on expected behaviours. This is done with adult supervision.

Support from and contact with parents is vital in behaviour management and we would expect every parent/guardian to help in this respect. If a child has caused problems at school, to the point where he/she has to be disciplined, the member of staff involved will normally contact the parent to discuss the matter, should the misdemeanour warrant this.



Aims and Objectives

- to create a happy, secure and rich learning environment for all pupils and staff
- to create a partnership between home and school
- to enable children to manage their own behaviour and grow to be responsible citizens in our community through pupils and adults showing consideration and respect for each other
- to sort out ALL problems in a non-threatening and non-confrontational manner
- to contribute to a caring and sharing environment
- to support children in making the right choices in the future

We celebrate, manage and modify behaviour and discipline as the 'Lowther School Family' through:

- Whole-school expectations of respect for others, consistent approach, behaviour targets and rewards
- Class collective responsibility for promoting the whole school expectations by choosing and owning their class rules
- We recognise and reward positive dispositions and attitudes to school and learning.
- Individual responsibility for making the right choices, with the support of all adults

All children in school are entitled to:

- a safe secure environment conducive to effective and stimulating learning
- consultation about the school behaviour guidelines and expectations through class and Key Stage discussions
- adults in school setting a good example
- freedom from physical and verbal abuse
- a fair, consistent, clear and calm approach to discipline
- a right to be heard if there is a problem
- happy playtimes

All adults in school are entitled to:

- a safe, secure environment conducive to effective and stimulating teaching, free from physical and verbal abuse
- work and teach throughout the day without undue disruption caused by unacceptable behaviour from children or other adults
- expect parents and carers to help to prepare their children to meet the school's expectations and to behave in ways that are acceptable to the school community

Adults in school are expected to:

- stop physical and verbal abuse between children
- give priority to the needs of the majority of children, whilst at the same time recognising the needs of the individual child
- identify the causes of the child's unacceptable behaviour, help to modify it and seek help and support from others in doing so
- implement sanctions when children behave in unacceptable ways, including, in extreme circumstances, assistance with exclusions
- have due regard to the statutory guidance on searching and confiscating if an occasion arises

Parents and carers of pupils are entitled to:

- a school environment which is safe and stimulating for their child
- the highest expectations for their child in all areas of school life



- regular information and consultation with the school about the child's progress
- early notification from the school of any problems with their child's behaviour
- opportunities to help address their child's behaviour

Parents and carers are expected to work in partnership with us. If any problems arise we ask parents to:

- alert school staff to an issue promptly
- try to remain calm and objective about what has happened
- adopt a collaborative problem solving approach

Strategies for behaviour management

In the first instance responsibility for managing behaviour lies with the adult in charge at the time e.g. Class Teacher, Teaching Assistant (TA), School Meals Supervisory Assistant (SMSA) etc. Adults will use skill and discretion to decide on the next step. Class Teachers have inherent responsibility for the behaviour of the pupils in their care. Class Teachers will follow up on incidents reported by other adults if deemed necessary.

In the second instance responsibility for managing more serious or repeated behaviour lies with the Phase Leader. Leaders use their skills and discretion to decide on the most appropriate next step. Phase Leaders will report back to the Class Teacher so that she/he remains involved.

The third and final in-school stage involves the Headship Team taking responsibility for ensuring a positive outcome. This may involve liaising with parents, Governors or external agencies.

Some behaviours are more serious and will be reported to a senior member of staff immediately. These include:

- Racist incidents
- Swearing
- Violence

For further information relating to specific policies and procedures for each phase of the school, please refer to the Phase strategies on the school's website.