Behaviour Policy

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Believe ~ Learn ~ Grow

Lydiard Millicent CE Primary School

Behaviour Policy

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". **(Paul Dix, Pivotal Education)**

Ready · Respectful · Safe

Lydiard Millicent CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Lydiard Millicent, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011).

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**

Consistent Calm Adult Behaviour	Sustainable Routines	First Attention for Best Conduct	Scripting Difficult Conversations	Restorative Follow Up
1	2	3	4	5

The Five Pillars of Pivotal Practice

Calm, Consistent and Kind Adult Behaviour

At Lydiard Millicent CE Primary, we believe that calm, consistent and kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between adults, there is an agreed plan we stick to. (Pivotal,2017)

Expectations of ALL Adults

We expect every adult to:
- **Meet and greet** at the door
- Refer to '**Ready, Respectful, Safe'**
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** when going through the steps. **Prevent** before sanctions
- **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with the learner
- **Never ignore** or walk past learners who are not behaving in a way that meets the school's expectations.

Teachers

We expect teachers to:
- Be a visible presence around school to encourage appropriate conduct
- **Support** returning learners to learning by holding reparation meetings and having conversations with parents and children
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations
- Encourage use of the class and school rewards and promote positive communication
- Make sure that repeated issues are addressed in a timely and thorough manner before seeking the help of Senior Leaders.

Senior Leaders

We expect Senior Leaders to:
- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** staff in managing learners with more complex or entrenched negative behaviours
- Ensure staff training needs are identified and targeted
- Use behaviour data (recorded on CPOMS) to target and assess interventions and practice
- Regularly review provision for learners who fall beyond the range of written policies

Please see Appendix A for our school's behaviour blueprint.

First Attention to Best Conduct

At Lydiard Millicent CE Primary, we catch children doing the right thing first before dealing with poor behaviour. Focus is given to the 95% of children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that poor behaviour is ignored, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff at Lydiard Millicent CE Primary School recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above'.** This may take the form of a positive note home, a phone call or a face-to-face chat. Children who consistently demonstrate the three core rules will be acknowledged with the agreed school rewards – see Appendix 4.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps in Managing Behaviour

Steps	Actions
1) Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - **Ready, Respectful, Safe** delivered privately wherever possible (or not obviously directed at one learner). Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Redirection (to the pupil)	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ……..make the right choice" "think carefully about your next step"
3) Intervention (Scripted) (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention** • **I have noticed that** you are...(having trouble getting started, wandering around etc.) now. • **At Lydiard, we**… (refer to the 3 school rules – ready, respectful and safe) • **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • **Let's talk about this …** (5 minutes after class/during break) • **Do you remember yesterday/last week when** ... (refer to previous positive behaviour) • **That is who I need to see today...** • **Thank you for listening.**

	What happens next will depend on the child – cool off, continuing with the lesson or follow up with repair at next available time
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair	Restorative Conversation 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences Communication with parent/ carer A formal meeting with parents/carers A formal meeting with parents/carers and SENDco	Following a behaviour incident a discussion will be had with parents about the incident and ways forward to minimise the risk of the behaviour re-occurring If appropriate the SENDco will work with class staff to develop actions to address the behaviour and support the child. This may include a meeting between the class teacher and parents e.g. a behaviour chart is setup If there is no improvement in the behaviour then a meeting with parents/carers, class teacher and a SENDco will be arranged. This must be recorded on CPOMS (Behaviour Log). A clear monitoring plan, including rewards and consequences, will be put in place. If staff and/or parents still have concerns, the incidents will be escalated to the Head teacher.
Exclusion	A fixed-period exclusion (often referred to as a "suspension") is a formal disciplinary sanction allowing the Headteacher to temporarily remove a pupil from the school premises for a specified number of school days. This action is taken in response to a serious breach or persistent breaches of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil themselves or other members of the school community. While fixed-period exclusions are a disciplinary measure, they also serve a practical purpose by providing the school with a necessary period of respite. During this time, the school can strategically plan and implement additional support, interventions, or re-integration strategies, such as conducting a multi-agency assessment, reviewing an Education, Health and Care Plan (EHCP) for pupils with SEND, arranging specialist support, or developing a revised behaviour plan, all with the aim of addressing the underlying causes of the challenging behaviour and facilitating a successful return to school.

Restorative Practice

Lydiard Millicent CE Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and on our Lydiard Millicent Behaviour Blueprint (see Appendix 1). Any form of humiliation or sarcasm is not acceptable. Efforts will be made to establish the truth of a situation and a 'cooling down' period

may be advisable. However, issues must be addressed appropriately and in a timely manner. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Lydiard Millicent CE Primary School)

Recording of behaviours

CPOMS will be used for recording behaviour incidents.

Any meetings with parents should be recorded on the school template, uploaded to CPOMS and an alert sent to the Headteacher.

Serious incidents

Incidents involving bullying; racist, sexist or homophobic comments or serious physical assault must be referred immediately to the Headteacher and then recorded on CPOMS.

Exclusions

Fixed Term Exclusions

Lydiard Millicent CE Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed-term exclusion. A reintegration meeting will be organised for the parents and a member of the Senior Leadership Team, this will include the pupil where appropriate. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return.

Permanent Exclusion

Blue Kite Academy Trust and the Local authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, Blue Kite Academy Trust does not believe that permanent exclusions are effective in improving a child's behaviour. Permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

Permanent exclusion should only occur when risk assessments indicate that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or

- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Children with Social, Emotional and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. ACES can include physical and emotional abuse, neglect, caregiver's mental health and violence. The more ACES a child experiences, the more likely they are to display adverse behaviours (dip in performance, poor choices and attendance) from the stress their body is under. This can lead to long lasting wear and tear on the body and brain. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked with SEMH.

At Lydiard Millicent CE Primary School, we understand that some children will require further support with their social and emotional needs. Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from the School Nurse, Behaviour Support, CAMHS and the Educational Psychologist.

Child-on-Child Abuse and Bullying

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:
- A program of PHSE lessons
- During online safety sessions, we delve deeper into the complex nature of child-on-child abuse, ensuring pupils understand it's not just about what happens in person. We specifically highlight how online platforms can be used to facilitate or amplify abuse, making it crucial for children to recognise the signs and know how to report it. This includes exploring scenarios where:

- Cyberbullying goes beyond simple meanness to become sustained, intentional emotional or psychological harm through digital means, often leveraging a power imbalance.
- Online sexual harassment involves unwanted sexualised comments, images, or propositions shared digitally, which can be deeply distressing.
- The sharing of inappropriate images or videos without consent constitutes a serious form of abuse, often with lasting consequences.
- Coercion and manipulation can occur through online interactions, leading children to engage in harmful activities or provide personal information.

- Initiation or "hazing" style violence can be orchestrated or recorded online, exerting peer pressure and control over individuals or groups.

We empower children with the knowledge and tools to navigate the digital world safely, teaching them about privacy settings, responsible online behaviour, the importance of not sharing personal information, and how to identify and report concerning content or interactions to a trusted adult – done in an age appropriate way.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child-on-child including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment child on child abuse occurs, we always seek advice from e.g. Brooks Traffic Light tool, Wiltshire Multi-Agency Safeguarding Hub, Swindon and NSPCC Sexual Abuse advice.

At Lydiard Millicent CE Primary School, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing. All child-on-child abuse including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the trust three times a year. Please see the school's safeguarding policy for more information.

Reasonable Force

At Lydiard Millicent CE Primary School, some staff have received CPI (Crisis Prevention Institute) training. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed as soon as is possible. *(Appendix 3 - details on the use of reasonable force)*

Confiscation of Inappropriate Items – please refer to Appendix 3

The Lydiard Way
This is how we do it here…

> At Lydiard Millicent CE Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Visible Adult Consistencies
1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Rules
Ready
Respectful
Safe

Over and Above
Praise
Owl merits
Golden Lanyards
Positive notes home
Positive calls home

Sustainable Routines
1. Wonderful Walking   2. Legendary Lines   3. Terrific Transitions

Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Micro-script
30 second scripted intervention

- **I have noticed that you are**… (having trouble getting started, wandering around etc.) right now.
- **At Lydiard, we**…(3 rules - Ready, Loving, Safe)
- **Because of that you need to…**(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **Let's talk about this at the end of…**
- **Do you remember yesterday/last week when you… (**refer to previous positive behaviour)?
- **That is who I need to see today**…
- **Thank you for listening**…
  Walk away.

Stepped Sanctions

1. **Reminder** (3 rules) privately if possible
2. **Redirection** (outlining behaviour and consequence)
3. **Intervention** (30 second script)
4. **Cool Off** (time in another area/thinking spot)
5. **Repair** (Restorative conversations)

Appendix 2 - Restorative Practice at Lydiard Millicent CE Primary School

Definition
The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:
- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?
- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1
To respond to challenging behaviour:
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2
To help those harmed by others' actions:
- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3 – Use of Reasonable Force

This appendix outlines the school's policy on the use of reasonable force by staff, in accordance with Section 93 of the Education and Inspections Act 2006, and the latest Department for Education (DfE) guidance on the use of reasonable force and other restrictive interventions. This policy aims to ensure the safety and well-being of all pupils and staff, promoting a calm and orderly learning environment.

1. Legal Basis for Using Reasonable Force
School staff are empowered by law to use reasonable force to:
- Prevent pupils from committing an offence.
- Prevent pupils from injuring themselves or others.
- Prevent pupils from damaging property.
- Maintain good order and discipline in the classroom and across the school.

Additionally, Headteachers and authorised school staff may use such force as is reasonable in the circumstances when conducting a search without consent for: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned only under the school's internal rules.

2. What is Reasonable Force?
The term 'reasonable force' covers a broad range of actions that may involve a degree of physical contact with pupils. Force is always considered a last resort and should be proportionate to the circumstances.
- Proportionality: 'Reasonable in the circumstances' means using no more force than is absolutely necessary to achieve the desired outcome and prevent harm.
- Purpose: Force is typically used either to control or restrain.
    - Control: This can range from passive physical contact, such as standing between pupils or blocking a pupil's path to prevent them from entering an unsafe area, to active physical contact such as gently guiding a pupil by the arm to safety or out of a classroom when they have refused a reasonable instruction.
    - Restraint: This means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention, or when a student needs to be prevented from harming themselves or others through physical outbursts. While school staff should always try to avoid acting in a way that might cause injury, in extreme cases, where immediate and serious danger exists, it may not always be possible to avoid unintended minor injury to the pupil. Any injury must be recorded and managed appropriately.

3. Who Can Use Reasonable Force?
All members of school staff have a legal power to use reasonable force. This includes:
- Any paid member of staff employed by the school.
- People whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school-organised visit.

4. When Can Reasonable Force Be Used?
The decision on whether or not to physically intervene is a professional judgment of the staff member concerned and must always depend on the individual circumstances. Force should only be used where necessary and as a last resort, after other de-escalation strategies have been attempted or deemed inappropriate given the immediacy of the situation.
The following list provides examples of situations where reasonable force can be used (this list is not exhaustive):
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event, a school trip, or a school visit.

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety (e.g., running into a road) or lead to behaviour that significantly disrupts the learning or safety of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts (e.g., head banging, self-inflicted scratching).
- To ensure the safe movement of pupils, e.g., guiding a pupil away from immediate danger.

Schools cannot use force as a punishment. It is always unlawful to use force as a punitive measure.

5. Recording and Reporting Incidents (STATUTORY REQUIREMENT from September 2025)

From September 2025, the school is legally required to record and report incidents where reasonable force has been used. This is a critical safeguarding measure and ensures transparency and accountability.

- Recording: All significant incidents where reasonable force has been used will be recorded on [Specify your school's recording system, e.g., CPOMS, SIMS, internal incident log] as soon as practicably possible after the incident. The record will include:
    - Date, time, and location of the incident.
    - Names of staff involved.
    - Names of pupils involved.
    - A clear description of the incident leading to the use of force.
    - The type of force used and why it was deemed necessary (what less intrusive methods were attempted or why they were inappropriate).
    - The duration of the intervention.
    - Any injuries sustained by pupils or staff.
    - Witnesses.
    - Any follow-up actions (e.g., medical attention, pastoral support, disciplinary action).
- Reporting to Parents: Parents/carers of pupils involved in an incident where reasonable force has been used will be informed as soon as practicable following the incident. This communication will typically be via [Specify your school's communication method, e.g., phone call, email, face-to-face meeting] and will include details of the incident and any resulting actions. Exceptions to reporting may occur only in very specific circumstances where doing so would put the child at risk, as determined in conjunction with safeguarding leads.
- Monitoring and Review: Records will be regularly reviewed by [Specify who, e.g., Senior Leadership Team, Safeguarding Lead] to identify patterns, evaluate effectiveness, and inform staff training and behaviour policy development.

6. Communicating the School's Approach to the Use of Force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents, and pupils. This policy will include comprehensive guidance on the use of reasonable force.

- Reasonable Adjustments: Any policy on the use of reasonable force explicitly acknowledges the legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs and Disabilities (SEND). Staff will consider a pupil's individual needs, communication methods, and any known triggers for challenging behaviour when considering physical intervention. Preventative and de-escalation strategies will always be prioritised for vulnerable pupils.
- Parental Consent: Parental consent is not required to use force on a student when deemed necessary and reasonable in the circumstances. However, clear communication with parents after an incident is paramount.
- Staff Support: Senior school leaders will support their staff when they use this power appropriately and lawfully. Suspension should not be an automatic response when a member of staff has been accused of using excessive force; a thorough investigation will always be conducted in line with school policies and HR procedures.

- Training: All staff, particularly those who may need to use physical intervention, will receive appropriate training in managing behaviour, de-escalation techniques, and the safe and lawful use of reasonable force.

By taking proactive steps to ensure that staff, pupils, and parents are clear about when force might be used, the school aims to minimise the need for physical intervention and reduce the likelihood of complaints being made when force has been used properly and as a last resort.

Associated resources

1. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
2. https://www.gov.uk/government/publications/searching-screening-and-confiscation
3. https://www.gov.uk/government/publications/school-exclusion
4. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
5. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Legislative links

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Appendix 4 – School Agreed Rewards

The Lydiard Way
This is how we do it here…

REWARDS

In Class Rewards

- Learning Behaviours – Gem Points; Merits
- Any positive behaviour - Stickers; Class Recognition Awards
- Positive notes home
- Positive calls home

Out of class:

- Bonus Gem Points
- Gem Point Treats
- Golden Lanyards
- Hot Chocolate Friday
- Headteacher's Reward

We make every effort to let parents know about positive behaviours.