



Behaviour Policy

2019-2020

Audience:	Parents School staff (in particular teachers and leaders) Local Governing Bodies
Approved:	Executive – July 2017
Other related policies:	Teaching and Learning, Curriculum, Core Subjects, Special Educational Needs, Marking and Feedback
Policy owner:	Andy How - Head Teacher
Policy model:	Academy Policy Compliance: all REACH2 schools use this policy
Review:	September 2020
Version number:	1

Statement of Intent

The intention of this policy is to state clearly expectations about the **behaviour of everyone** within our school community: pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Lower Farm Academy to ensure a positive school environment and good attitudes to learning. **It is of paramount importance that all staff consistently apply this policy.** This policy sets out measures which aim to:

1. Promote good behaviour, self-discipline and respect
2. Prevent bullying
3. Ensure that pupils complete assigned work to the best of their ability
4. Regulate the conduct of pupils
5. Encourage involvement of parents and carers in the behaviour of their children

Policy Formation and Consultation Process

This policy applies to all pupils, staff (including agency/supply), governors and volunteers working in school. In addition, the policy should reflect the behaviour of everyone at before/after-school clubs and when the school is represented at outside events.

This policy was developed in consultation with pupils, parents, governors and school staff. It will be publicised in writing to staff, parents and pupils at least once a year.

Rationale

We have high expectations with regards to behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline. Parents should share with our school a moral duty to promote self-discipline and good citizenship. All parents are requested to sign the Home-School Agreement on an annual basis, making a joint commitment to promoting good behaviour at Lower Farm Academy.

School Ethos

As adults we should aim to:

- Model high standards of behaviour
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group

- Promote honesty, respect and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all with consistency across the school
- Show appreciation of the efforts and contribution of all
- Provide an appropriately structured and effective curriculum which meets the needs of all pupils
- Organise classrooms in such a way as to foster good behaviour

Objectives

As a result of putting this policy into practice, we consistently work towards everyone:

- Valuing and appreciating each individual, acknowledging that everyone has a role to play within our school and the wider community
- Listening with respect to one another
- Developing positive attitudes towards gender, culture, race and ability
- Developing self-discipline and the ability to learn and work, both independently and co-operatively
- Learning to accept responsibility for our own behaviour
- Ensuring a safe, secure community where people feel valued
- Fostering a considerate attitude for the whole school environment
- Showing respect for school rules
- Demonstrating a positive attitude towards learning

In order to meet these objectives, school and home will work together to:

- Recognise and celebrate examples of good behaviour
- Acknowledge that teachers have a right to teach and children to learn
- Recognise the important role that parents play in supporting children's education
- Each fulfil our responsibilities whether pupil, staff member or parent and with regard to:
 - a) Attendance
 - b) Punctuality
 - c) Completing tasks to the best of our ability
 - d) Taking responsibility for our buildings, grounds and equipment
 - e) Embodying our distinctive values

The Learning Environment

The school environment and classroom organisation are important influences on behaviour. The way a child feels about themselves determines both the way they behave and how they interpret the meaning of specific behaviour towards them. If an individual has a poor self-concept there are few constraints on the way they behave. An improved self-concept will give the child security to try something new without fear of failure and may reduce inappropriate behaviour. Teachers should establish classroom seating plans and ensure there is an agreed, organised way to enter and leave the classroom/hall. Children should be expected to walk in school (being considerate) and reminded to do so by all staff. The wearing of school uniform also influences behaviour, and therefore children are required to wear the correct uniform and be

of tidy appearance. Teachers should be proactive in ensuring that children in their class wear the correct uniform, including sensible black shoes (not trainers) and correct P.E. kit.

School Values

At Lower Farm Academy we have established our school values as an expectation of what staff, parents, children, governors and our school community should embody in all that we do. The values are clearly displayed in all classrooms (a child should be able to see and read the rules from any point in the classroom) as well as the main hall and entrance hall.

Whilst on the school premises and travelling to and from school, we expect all children to display these values. All adults work together to reinforce our expectations and remind the children of our values. This is done through assemblies and positive reinforcement using the school's 'Class Dojo' App which communicates good exemplification of our values with parents:

Resilience – keep trying until you fulfil your hopes and aspirations.

Respect – showing acceptance, understanding and compassion.

Care – a commitment to helping others flourish.

Collaboration – working together in friendship and community.

Achievement – developing wisdom and talents in all areas of life.

Integrity – doing the right thing, showing good manners and morals.

On the playground children are expected to:

- Display our school values (above)
- Play fairly and co-operatively
- Resolve disputes in a reasonable manner without violence or aggression
- Respond to a member of staff's request the first time
- Politely ask permission before leaving the playground (e.g. to go inside to toilet)
- Stop and stand still quietly when the bell is rung
- Walk sensibly to the line on the second bell

Encouraging and Teaching Good Behaviour

We believe it is important to place a high profile on positive aspects of praise and reward. The following are strategies we use to do this for behaviour related to work:

- Smiles, praise and encouragement
- Class Dojos
- Celebrating pupils' work in the weekly Celebration Assembly
- Certificates of Achievement/Head Teacher Awards
- Sharing work with the class, another class, teacher or Head Teacher
- Sharing work and progress with parents

Such rewards are related to positive behaviour and should not be taken away or misused. Positive behaviour is more likely if encouraged within a calm, non-judgemental environment, where the opportunity for reconciliation and reparation is available.

Rewards for good behaviour and good work

The emphasis at Lower Farm is on rewards to reinforce good behaviour and good work. Dojos will be awarded to those pupils who demonstrate our school values.

Resilience – keep trying until you fulfil your hopes and aspirations.

Respect – showing acceptance, understanding and compassion.

Care – a commitment to helping others flourish.

Collaboration – working together in friendship and community.

Achievement – developing wisdom and talents in all areas of life.

Integrity – doing the right thing, showing good manners and morals.

Children will receive special recognition for reaching different milestones:

100 Dojos - Bronze Award

200 Dojos - Silver Award

300 Dojos - Gold Award

500 Dojos - Diamond Award

Dojos are collected each week and a running total kept on the display board in the entrance hall. The class with the most Dojos at the end of each week is awarded the Dojo Cup.

Head Teacher Awards

Head Teacher Awards are presented in our Celebration Assembly. They are awarded for excellent work or behaviour recognised by staff.

Sanctions for Inappropriate Behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to deal with inappropriate/unacceptable behaviour. It must be made clear why the sanction is being applied.

If a child continues to make poor choices/display inappropriate behaviour after receiving a warning from an adult, they will be given an orange Class Dojo. If a child receives five orange Dojos in a half term, this will have the same consequence as a red.

In the event that a child's behaviour results in a red Dojo, the child will miss all of their next playtime or part of their lunch break and will be sent to the Head Teacher/Senior Leader. Parents will be contacted about their child's behaviour.

In the event that a child's behaviour repeatedly falls below expectations (3 red Dojos in a half term) parents will be asked to meet with the Head Teacher/ SLT member to discuss their child's behaviour and possibly draw up a behaviour plan for their child.

Records will be kept on Class Dojo and monitored by senior leaders.

The process of reconciliation may include:

- Understanding what was wrong
- Remorse
- Discussion
- Resolution
- Learning for the future

Severe Behaviour Clause

Certain behaviours require pupils to be automatically removed from the classroom or playground and/or placed straight onto the red traffic light. This includes:

- Severe physical or verbal abuse to a child or adult
- Serious non-accidental damage to property/equipment
- Self-abuse

When any of these behaviours occur the Head Teacher/Senior Leader will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary. Reasonable [Force](#) may be used where a child may cause harm to themselves or others and there is no reasonable alternative. This will be a last resort. [\(See Physical Intervention and the use of reasonable force policy\)](#)

A fresh start will be given to each child every day (except for when it is not practical to deal with an issue that may have arisen at the end of the day).

[Peer on Peer Abuse \(see Safeguarding policy and KCSIE\)](#)

[All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" all peer on peer abuse is unacceptable and will be taken seriously; If behavior incidents are deemed to be peer and peer abuse a safeguarding concern should be raised immediately through My Concern, DSLS will then give advice and support regarding strategies and interventions required for all children involved.](#)

[Peer on peer abuse can take different forms such as – this list is not exhaustive.](#)

- sexual violence and sexual harassment. (Part 5 of KCSIE sets out how schools and colleges should respond to reports of sexual violence and sexual harassment)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

All staff should have a proactive approach to minimizing the risk of peer on peer abuse through dealing with behaviours consistently, putting a stop to them quickly, taking disclosures of abuse seriously and treating them as safeguarding concerns, engaging children in critical thinking to explore messages and propaganda they may of picked up online or through the media.

Staff should identify areas that may be hotspots for peer to peer abuse and undertake risk assessments as appropriate - such as toilets, times of day etc.

Exclusion

For cases of continued inappropriate behaviour, the Head Teacher may decide to sanction an internal exclusion.

The Head Teacher may also exclude a pupil for one or more fixed periods for up to 45 days in any one year, or may exclude a child permanently. The Head Teacher may convert a fixed term exclusion to a permanent one should that be necessary. If the Head Teacher excludes a pupil, parents are immediately informed, and told of their right to appeal against the decision to the Governing body. The parents will be informed by the school about how to make the appeal. The Head Teacher informs the Governors and LA of any fixed term exclusions exceeding 5 days in any one year, and of any permanent exclusions. The Governing body has a discipline committee comprised of between 3 and 5 members which considers exclusion appeals on behalf of the governors. This committee considers the circumstances under which the pupil was excluded, representations by parents and the LA and whether the pupil should be reinstated. If the committee decides that the pupil should be reinstated, the Head Teacher must comply with this.

Partnership with Parents

As a caring community we expect a calm and happy environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effect should be made, on the part of both home and school, to work in partnership in the interests of the child.

Parents will always be informed by the class teacher, at the earliest opportunity, of any significant concerns about a child's behaviour. This initial contact should, where possible, be made by telephone and a log of the call made in the child's personal file.

Curriculum Implications

Behaviour is learned; therefore our first response to change unwanted behaviour is to teach positive behaviour. The teaching of such is enhanced by our clear and progressive Personal, Social and Health Education (PSHE) scheme of work, taught throughout the school.

Children with Specific Behavioural Issues

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on a Behavioural Support Plan (BSP) in line with the Special Educational Needs Policy.

A Behavioural Support Plan will include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach target behaviour
- Recognising the triggers for the bad behaviour
- Strategies to avoid incidents
- Adult response
- Closure
- Follow Up/Further Action
- Date for Review

The Behavioural Support Plan should be signed by the parent/carer and class teacher **before** it is implemented. A copy should be sent to the Head Teacher.

Physical Intervention and Use of Reasonable Force

The safety of all pupils is paramount and school staff may have to use reasonable force to intervene and ensure children are kept safe. Please refer to the Policy for Physical Intervention & Use of Reasonable Force for further details.

Bullying

Bullying is not tolerated at Lower Farm Academy. We strongly recognise the importance of the effects of this complex aspect of social behaviour. We therefore have a separate policy document concerning this area (see Anti-Bullying and Children's Anti-bullying Policy). **All reported or alleged incidents of bullying**

are reported to the ~~LA (do you have to report bullying to the LA - I wouldn't expect so as an Academy?)~~.
~~The Head Teacher must be informed.~~

Staff Training and Development

All staff receive training in behaviour management as part of their induction. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist, and other agencies in relation to supporting children with challenging behaviours.

Monitoring, Evaluation and Review

The Governing Body will review this policy periodically and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Behaviour System

We should be noticing, rewarding and promoting positive behaviours using Dojos so that children know they will be recognised and receive attention for the right reasons.

Every child should start every day on a 'clean slate.'

Children should have a warning - a time to stop and think about what they are doing - before having an orange behaviour recorded. For most children this will be enough for them to understand that what they are doing is wrong and allow them to rectify it.

If 5 examples of orange behaviour have been displayed by a single pupil in a half term, it is equivalent to a red and so red consequences should be followed.

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		Behaviours	Follow up
Positive behaviour	Green	<ul style="list-style-type: none"> Showing good: resilience, respect, care, collaboration, achievement and integrity. 	Dojos added up at the end of the week and dojo cup awarded for each class
Negative behaviour	Orange	<ul style="list-style-type: none"> Not listening Persistent low level disruption Inappropriate physical contact, e.g. flicking, playing with another child's hair, pushing / shoving in the line Telling lies Refusal to follow instructions Using bad language Being rude to staff, e.g. answering back 	<p>No further sanction</p> <p>Discussion with teacher</p> <p>Recorded on DojoArbor</p>
	Red	<ul style="list-style-type: none"> Continuing to make the wrong choice when already on orange Deliberate, violent behaviour, e.g. hitting another child, damaging school property Aggressive language, e.g. swearing 	<p>Recorded on Arbor</p> <p>Discussion with member of SLT</p> <p>Reflection time with member of SLT</p> <p>Red letter will be sent home to parentsParents/carers notified and giving the opportunity to meeting held with class teacher SLT</p> <p>Time missed from playtime (or play in lunchtime) with SLT</p>